Midterm Report

Submitted by:

West Hills College Coalinga
300 Cherry Avenue
Coalinga, CA   93210

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

March 15, 2014

WEST HILLS COLLEGE
COALINGA

WEST HILLS
COMMUNITY COLLEGE DISTRICT

Certification of the Midterm Report

Date: March, 15, 2014

To: Accrediting Commission for Community and Junior Colleges,
Western Association Western Association of Schools and Colleges
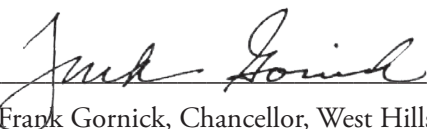
From: West Hills College Coalinga

This Midterm Report is submitted as required by the terms of West Hills College Coalinga's 2011 accreditation site visit. We certify that there was broad participation by the campus community and we believe the Midterm Report accurately reflects the nature and substance of our institution.

_____   ___March 3, 2014___
Mr. Mark McKean, President, West Hills Community College District Board of Trustees   Date
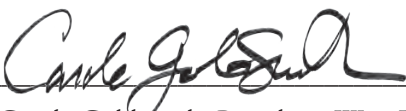
_____   ___March 3, 2014___
Dr. Frank Gornick, Chancellor, West Hills Community College District   Date

_____   ___March 3, 2014___
Dr. Carole Goldsmith, President, West Hills College Coalinga   Date

_____   ___March 3, 2014___
Mr. Jeffrey Wanderer, President, Academic Senate   Date
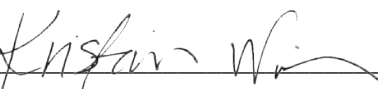
_____   ___March 3, 2014___
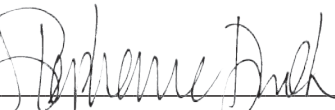Mr. Keith Brock, President, California Schools Employees Association Chapter   Date

_____   ___March 3, 2014___
Ms. Kristian Wilson, President, Associated Student Body   Date

_____   ___March 3, 2014___
Mrs. Stephanie Droker, Accreditation Liaison Officer   Date

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Statement of Report Preparation

Accreditation is an ongoing process at West Hills College Coalinga (WHCC). As such, this Midterm Report is an extension of the preparation conducted following the self-evaluation in 2011 and the follow up report in 2012. In its letter to WHCC on June 30, 2011, the Accrediting Commissions for Community and Junior Colleges (ACCJC) reaffirmed institutional accreditation and determined that recommendations found in the 2005 comprehensive evaluation team had been resolved by the college. Further, the ACCJC's letter provided WHCC specific direction as to addressing recommendations for the 2012 follow-up report and this Midterm Report. The ACCJC stated in their letter, "These recommendations have been worded by the Commission and replace the recommendations contained in the team report." Consequentially, WHCC has addressed the recommendations as determined by the ACCJC (ACCJC Letter dated June 30, 2011).

For each standard, a faculty member, administrator, and classified representative are assigned as tri-leads by the Accreditation Council. The leads remain constant in order to ensure consistency of work and to guide their teams as they address the Self-Identified Improvement Plans and recommendations in an ongoing, systematic process.

The detailed work needed to address Self-Identified Improvement Plans and recommendations occurs through the college committee structure. While standard leads help with coordination, the college committees integrate the work of addressing the Self-Identified Improvement Plans and recommendations into their continuing activities thereby ensuring that dialogue spreads throughout the college community.

The college has made significant progress in meeting the recommendations set forth in 2011 and in carrying out the Self-Identified Improvement Plan items identified in the preceding self-evaluation. The institution has benefited from a collaborative college-wide approach to addressing the recommendations and Self-Identified Improvement Plans. Each college committee, along with the Accreditation Council, has played an important role in the process of institutional improvement centered on accreditation.

An accreditation portal site was established in 2012 in order to provide a place for documentation and evidence to take place as work occurred by the standard teams and college committees. Starting in the fall of 2012, the Accreditation Council began to formally collect the information to begin a draft narrative for this report. This work continued through May 2013.

In the fall of 2013, a final draft of the report was submitted by the Accreditation Council to the College Planning Council, West Hills College Coalinga's principal shared governance body. The College Planning Council approved our report on November 14, 2013. Our West Hills Community College District Board of Trustees reviewed our Midterm Report at their regular meeting on December 10, 2013 and formally approved the report at their regularly scheduled board meeting on January 14, 2014.

Dr. Carole Goldsmith
President, West Hills College Coalinga

List of Team Members

Oversight Co-Chairs

Sarah Shepard – Faculty, Business/Economics, Curriculum Committee Chair
Stephanie Droker – Vice President of Educational Services, Accreditation Liaison Officer

Standard I: Institutional Mission and Effectiveness

Marcel Hetu, Co-chair – Director, North District Center
Marlese Roton, Co-chair – Faculty, Counselor
Laura Ames – Program Assistant – Learning Assistance
Mark Arce – Faculty, PE/Health, Head Basketball Coach
Sara Avila – Student Services Assistant/Library Technician
Sherry Barragan – Faculty, Psychiatric Technician
Antonio Garcia – PC and LAN System Specialist
Linda Jacobus – Faculty, ESL
Frank Morales – Faculty, Psychiatric Technician
Alicia Rocha – Academic Advisor II
Juan Rubio – Academic Advisor II
Rob Skaggs – Faculty, English
Merlin Welch – Faculty, Heavy Equipment
Scott Wilson – Faculty, Math
John Wright – Applications Analyst

Standard II: Student Learning Programs and Services

Arkady Hanjiev, Co-chair – Faculty, Math, SLO Coordinator
Raquel Rodriguez, Co-chair – Associate Dean of Student Learning
Domenica Sanchez – Career Center Technician
Hector Dam-Mikkelsen – Faculty, Psychiatric Technician
Pilar Espinoza – Library Technician
Jim Grant – Faculty, Communication
Anna-Lisa Little – Faculty, Child Development
Matt Magnuson – Faculty, Librarian
Rhonda Mayer – Faculty, Psychiatric Technician
Sandy McGlothlin – Vice President of Student Services
Cherie Mitchell – Senior Secretary
Cecilio Mora – Coordinator of Special Grants
Brian Rouska – Tutor Coordinator
Emma Santos – Academic Advisor II
Ken Sowden – Faculty, Math
Scott Sutherland – Faculty, English
Keith Stearns – Associate Vice Chancellor of Academics & Information Services/Registrar
Daniel Tamayo – Director International Students Program

Standard III: Resources

Bertha Felix Mata, Co-chair – Director Title IV Projects
Staci Mosher, Co-chair – Faculty, Psychology/Head Softball Coach
Shaun Bailey – Director of Maintenance and Operations
Jay Darnell – Food Services Manager/Cook
Melissa Delaney Holsonbake – Faculty, Art
Debbie Gore – Grants Accounting Services Supervisor
Charles Freeman – Director Health Careers
Brandon Hicks – Skilled Maintenance Specialist II
Bruce Hunt – Faculty, Agriculture, Head Rodeo Coach
Tracey Jaurena – Faculty, Certified Athletic Trainer
Mark Millett – ITS Customer Support Operations Manager
Genie Pratt – Faculty, Child Development
Edwardo Sanchez – Media Specialist
Giselle Simon – Faculty, Counselor
Gina Tollison – Senior Secretary
Brandy Wilds – Faculty, English
Anita Wright – Interim Director of Grants
Steven Wright – Faculty, PE/Health, Assistant Football Coach

Standard IV: Leadership and Governance

Anita Bart, Co-chair – Faculty, Administration of Justice
Mark Gritton, Co-chair – Associate Dean of Student Services
Paul Blair – Network Support Specialist I
Erin Corea – Faculty, Counselor
Clint Cowden – Faculty, Agriculture
Lorna Davis – Administrative Assistant
Al Graves – Faculty, Geography
Trista Haggard – Human Resources Analyst
Donna Isaac – Executive Administrative Assistant
Jack Minnite – Member, WHCCD Board of Trustees
Jeff Wanderer – Faculty, Biology, Head Volleyball Coach
Kevin Wilds – Faculty, Political Science, Assistant Volleyball Coach

District Support Team

Anita Wright – Interim Director of Grants
Frank Gornick, Ph.D. – Chancellor
Anne Jorgens – Budget Services Supervisor
Michelle Kozlowski – Associate Vice Chancellor of Ed. Services & Information Technology
Maria Lourenco – Instructional Operations Manager
Mark McKean – President, WHCCD Board of Trustees
Frances Squire – Executive Director WHCCD Foundation
Ken Stoppenbrink – Deputy Chancellor, Business Services and Human Resources
Tammy Weatherman – Associate Vice Chancellor of Fiscal Services

West Hills College Coalinga Highlights Since 2011

West Hills College Coalinga's faculty, administration, and staff strive to fulfill our institutional mission and vision by continually evaluating and improving programs and services for our students. These efforts demonstrate our relentless pursuit of student success through inspiring a culture of learning. This list below provides some examples of our recent efforts:

SharePoint for College Communication

The college increased its internal communication mechanisms by implementing the SharePoint portal team sites for various campus governance and college-wide work groups, including accreditation. Each team has a location for online storage of shared documents, minutes and agendas from meetings, and important forms and records. As an example, all data from our student learning outcome development process is available at the SLO Committee team site for all staff to access.

C6 Grant

West Hills Community College District successfully received a $19.9 million grant from the Department of Labor and the Department of Education to improve retention and completion rates in high demand Career Technical Education industries. The grant, known as the C6 grant, consists of 11 community college partners with West Hills College Community College District as the lead agent. West Hills College Coalinga is the lead college for the Alternative Clean Energy collaborative.

Falcon Outreach

In an effort to help prepare our feeder high school students more effectively, West Hills College Coalinga began doing high school outreach in a different way. In addition to sending college advisors, counselors, faculty and coaches to each high school, West Hills College Coalinga coordinates with the high schools to host field trips to the college campus. Upon arrival, students tour the campus, participate in a college orientation, submit the application for admission, complete the placement testing in our computer labs, and enjoy a healthy lunch in our dining hall with college students. This is an important step for students to be able to visualize what college life is like. The college continues to make high school seniors a priority by providing all the aspects of student services while they are still in high school in order to facilitate the ease of transition from high school to college.

UpGrade

UpGrade is West Hills College Coalinga's version of a supplemental instruction (SI) program. This program is an academic support model that uses peer-assisted study sessions to improve student retention and success within targeted historically difficult courses. UpGrade provides peer support by having students who succeeded in traditionally difficult academic courses work with students who are currently completing the content. UpGrade is a non-remedial approach that provides regular review sessions outside of class in which students work collaboratively by discussing readings, comparing notes, working together to predict test items, and sharing ideas for improving class material. SI leaders are trained by faculty by attending and are paid for their time. They attend all class lectures, take notes, and act as models to those currently taking the course. The SI model is used for selected courses at the undergraduate, graduate, and professional school levels, and has been adopted by colleges and universities in the United States and internationally.

ACCJC/Lumina Degree Qualifications Profile Project

In fall of 2012, West Hills College Coalinga was one of fifteen colleges to be selected to participate in ACCJC's Degree Qualification Profile Project. This is an opportunity for the college to establish and test well-articulated outcomes at the AA level, as well as improve the value of AA degree and degree holders' opportunities for employment and transfer to four-year institutions. Currently, career technical education faculty are working with general education faculty to map course and program student learning outcomes to the Lumina Foundation profile. The goal is to map learning outcomes for all of the college's degrees.

Paramount Summer Academy

WHCC welcomed 50 eighth-grade students from Avenal and Kettleman City. For two weeks during the summer of 2013, they lived in the campus dorms, ate at the college dining hall, and attended classes at the WHCC Farm of the Future to expose them to a variety of career opportunities in the agricultural field. This unique Summer Academy program was co-sponsored by the college and Paramount Farms, one of the region's largest growers. Plans for next summer's academy are already underway.

Farm of the Future and Rodeo Grounds

In 2008, Measure C was passed by local residents. The bond has assisted the college in reconstructing its working farm. The 213-acre complex houses shops, classrooms and labs for students studying agriculture and technology. In addition, an outdoor rodeo arena also provides a place for events and animal demonstrations surrounded by a seating area, a smaller secondary arena, a roping chute and a concession area. The complex also has farm equipment buildings, a storage facility for fuel, student animal stalls and a hay yard and a large area reserved for row crops, pasture and future animal facilities.

Solar Farm

Construction is all but completed on a $2.5 million solar power project in a 4.5 acre section of the 213 acre Farm of the Future at West Hills College Coalinga. The "net zero" project is designed to pay for all the power needs for the Farm operation, including classroom buildings and shops – as well as the recently completed rodeo complex. The project will lower the cost of pumping water for crops at the Farm, and lead to further expansion there. The implementation of solar energy production at this location will allow West Hills College to further expand its agriculture education programs at the Farm.

Work it Up!

West Hills College Coalinga has increased its career technical education and general education course offerings with our rural high schools via contract education in order to help prepare high school students for college and career success. For example, in a partnership with Mendota High School, a health career academy has been implemented so that students can take allied health pre-requisites and complete Emergency Medical Technician (EMT) training while attending high school.

Commit to Complete and Phi Theta Kappa

In order to further support our relentless pursuit of student success to inspire lifelong learners, West Hills College Coalinga has partnered with Community College Completion Corps. At our recent Commit to Complete event, 250 students pledged to complete their community college education, while 70 staff, faculty, and administrators pledged to help them achieve their goals. Additionally, West Hills College Coalinga has applied for charter from Phi Theta Kappa honor society. It is our intent that having an active honor society on campus will help support students in their pursuit of success and completion.

Success and Retention Increase

The Student Success Initiative was preceded by aggressive action by West Hills College Coalinga when it had implemented all aspects prior to its mandated deadline. A wide range of activities and initiatives at the college have improved student success and retention which should begin to appear in the Student Success Scorecard next year.

Closing the Gap

When success in the high school setting did not translate to success at West Hills College Coalinga, a consortium of high school administrators and teaching faculty met to "close the gap." The preliminary results of these meetings have been a more standardized English placement test and a rubric to grade expository essays. This group continues to meet and will focus on math related issues next.

Associate Degrees for Transfer (AD-T)

California Senate Bill 1440 has established the importance of transfer level community college degrees to ensure acceptance at public four-year colleges and universities. West Hills College Coalinga is aggressive in achieving our goal of completing 9 transfer degrees by fall 2014.

Student Education Planning

In fall of 2010, West Hills College Coalinga strategically campaigned on campus and at the high schools to increase the number of educational plans done with students. As a result, the semester rates of students with an educational plan went from 459 in fall 2009 to 1,577, 1,497 and 1,556 for the next three academic years 2010 - 2011, 2011 - 2012 and 2012 - 2013. The "Got Ed Plan?" campaign success was a conjoint effort from faculty, staff and administration institutionalizing the importance of students having their educational plans done.

Priority Registration

Before the Student Success Task force came out with the recommendation to give incoming high school seniors an earlier registration date, West Hills College Coalinga recognized that traditional incoming freshman were having a hard time getting classes. To accommodate the needs of students, incoming freshman who had completed an application, placement test, first year educational plan, new student orientation and their FAFSA/AB 540 paperwork were given priority registration.

State Chancellor Visit

Dr. Jack Scott, at the time the California Community College State Chancellor, visited West Hills College on March 1, 2012 to deliver a speech on the student success initiative. West Hills College is grateful to Dr. Scott for inspiring us to achieve higher marks in regards to student success, retention, and matriculation.

Board of Governors Meeting

The California Board of Governors held their September 9-10, 2013 at West Hills College and took a tour of the West Hills College Coalinga campus. This allowed the college to showcase the success of a small rural college as well as the challenges faced by its students and communities.

District Learning Area Meetings

Full time faculty of both colleges within the West Hills Community College District had many items requiring discussion and consensus (student learning outcomes, course outlines and prerequisites, for example) yet found themselves very few opportunities for face-to-face meetings. Starting in January 2013, a regular session of Duty Day activities each fall and spring will be face-to-face meetings of all full time faculty based on learning area or discipline.

Additional Faculty Duty Days

The mutual interest of student success prompted the WHC faculty association and the West Hills Community College District to negotiate two additional duty days per year to solely discuss student success starting in 2013. These additional days discuss supplemental instruction, best practices, embedded remediation, and research data among other topics.

Student Success Task Force

The Student Success Task Force, established by Senate Bill 1143, released 22 recommendations for student success in January of 2012. When these recommendations were reviewed by students, staff, faculty and administration, it was evident that many of the recommendations have been met or are currently in progress. The state-wide task force recommendations served as an affirmation that our college-wide initiatives are focused on student achievement.

Responses to Team Recommendations and Commission Action Letter

College Recommendation 1

To improve institutional effectiveness, the Commission recommends the College documents its existing system of integrated planning that clarifies the relationships between the results of program review, student learning outcomes evaluation, resource allocation, and the achievement of College goals and priorities. The Commission further recommends that the integrated planning also include systematic reviews of effectiveness to assure institutional improvement. In addition, the Commission recommends that the College specifically clarify roles, responsibilities, and priorities of College and District functions in the integration of planning. (Standards I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, and Eligibility Requirement #19)

In response to the recommendation, the college governance councils agreed to include annual evaluations in their council handbooks. This ensures that regular review of the process, procedure, and results of integrated planning is conducted throughout the governance structure of the college to increase institutional effectiveness. Each council has now completed one full evaluation cycle and has analyzed the data at the committee level. Representatives on each council report these findings to their constituency groups. This information also gets reported to the College Planning Council (CPC), which is the highest collaborative council for the college. This council focuses on planning, resource allocation, and institutional effectiveness. The CPC receives recommendations made by other college councils and committees through their CPC representatives on items identified to have potential for college-wide implications or impact. Representatives on the CPC are responsible for communicating recommendations and collecting feedback on behalf of their constituency groups.

West Hills College Coalinga has developed and implemented an integrated planning system that is guided by the college Educational Master Plan (EMP) and West Hills Community College District Strategic Plan. The College Planning Council (CPC) has primary responsibility for integrated planning and ensuring that college goals, program review, and student learning outcomes drive the planning process to enhance institutional effectiveness.

The district strategic plan defines the mission and vision of the West Hills Community College District. This plan establishes relevant goals and planning priorities that are consistent with the values of the district stakeholders. The current district strategic plan includes performance indicators that measure student achievement and how well strategic goals are met. An annual scorecard, displaying progress toward achieving the district goals, is reviewed regularly by the District Strategic Planning Committee. The district indicators have integrated metrics from the California Community College Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) along with locally designed benchmarks for accountability.

Beginning in 2007 – 2008, West Hills College Coalinga engaged in a systematic and inclusive process to develop measurable institutional goals tied to the college mission. The college goals are derived from the strategic plan for the college. The development of the college goals, which is connected to the strategic planning process, includes representatives from all campus constituencies who collaborate to establish goals that reflect the priorities of the institution and are aligned with the district strategic plan, the college educational master plan, and reflect the college's mission. Criteria for goal attainment are also identified. Currently there are four institutional goals which have been integrated into West Hills College Coalinga's annual review to improve its effectiveness, consistent with its mission and vision.

The Instructional Services Council (ISC) and Student Services Council (SSC) are responsible for program review of their respective areas. Instructional program reviews are coordinated by the vice president of educational services who maintains the review schedule for instruction. The office of institutional effectiveness provides quantitative data which are analyzed and integrated into the program review of each instructional area. Program review includes evaluation of student learning outcomes at the course and program level for all instructional programs. Once a program review is complete; a summary of key findings and planned actions is presented by the area faculty to the Instructional Services Council. The ISC takes action to approve the instructional program review, assigns a score to the program review based upon the scoring rubric, and then forwards the program review summary to the College Planning Council as an informational item. The summary of program review includes resource allocation requests and requests for enhanced staffing directly linking program review to budget and resource allocation and planning. The vice president of educational services reviews resource allocation requests arising through the program review process to identify those items which can be funded through the general resources in support of instruction and which requests need to be forwarded to ISC for consideration in the budget development process.

Instructional Services Council evaluates and prioritizes resource allocation requests in the area of instruction annually. According to the college resource allocation request process, funding requests come directly from program review and via the budget allocation request form where requests are tied to college goals, student learning outcomes, or other college

initiatives. ISC reviews, prioritizes, and forwards allocation request recommendations to the College Planning Council in the budget development process.

The Student Services Council has established a five year program review cycle for student services programs and other non-instructional areas. The vice president of student services maintains the schedule of these student services program reviews which are submitted to the Student Services Council. Program review summaries are presented by area representatives to SSC for review and approval. During the budget development cycle, the SSC considers all resource requests for student services and makes recommendations to CPC for resource allocation. Resource allocation requests for student services are brought forward through the program review process and through the resource allocation request process linking the resource request to college goals, student learning outcomes, or college initiatives.

In order to fully integrate the program review process with student learning outcome assessments, the Student Learning Outcomes Committee (SLOC) worked with the Instructional Services Council and the Student Services Council to incorporate learning outcomes on the program review template. SLO data and the resulting modifications for all courses and programs is reflected in the program review analysis, which accurately depicts applicable information for resource allocation and strategic decision making.

The CPC relies on the results of program review, dialogue and student learning outcomes evaluation in determining resource allocations. Budget requests may also occur between the scheduled program review cycles. These requests must include justification supported by recommendations from past program reviews, outcomes reports, external scans, and/or recommendations from assessments or evaluation including but not limited to: college performance indicators; accreditation recommendations; Self-Identified Improvement Plans from accreditation self-study site visit recommendations; Community College Survey of Student Engagement; Basic Skills Initiative; Accountability Reporting for the Community Colleges; and SLOs.

The West Hills College Coalinga Planning and Governance Process chart illustrates the planning process for the college showing the linkages and flow of communication between the constituencies, councils, and committees. The planning and budgeting processes occur on an annual basis on a timeline developed to ensure that planning informs the budget development process.

Program review, SLO assessment, college goal evaluation, Accountability Report for California Community Colleges (ARCCC) data review, Community College Survey of Student Engagement (CCSSE) results review, and internal/external surveys are conducted on a regular basis to measure institutional effectiveness and to inform decision making regarding planning, budget, and resource allocation. The processes include the college governance councils and engage all college constituencies in dialogue centered on improving institutional effectiveness. The college councils evaluate the effectiveness and efficiency of their data analysis procedures and implement changes to enhance the process. The outcomes of the internal review processes have led to college-wide discussions regarding the possible need to restructure the college governance councils to avoid redundancy and enhance the representation of all constituency groups and improve communication.

The college's governance and planning model encompasses a systematic cycle of evaluation; integrating planning, resource allocation, implementation, and re-evaluation. The college's planning and budget development processes are focused on dialogue across constituencies and provide a feedback loop with the governance councils. Each of the governance councils has incorporated annual review of effectiveness into the council handbook to formalize the process of institutional improvement. Additionally, an annual review of the effectiveness of student learning outcomes, program review, and resource allocation has been developed and implemented by the college councils.

The college and district have clarified the roles, responsibilities, and priorities of college and district functions in the integration of planning through a revised function mapping process. A survey was conducted October 2011 to identify areas in which clarity of role, responsibility, and priority was lacking. The survey data guided development of an updated function map that formalizes the delineation of roles and responsibilities for college and district departments, including those functions related to integrated planning for the college. In 2013, the function map was re-evaluated, with input from all college and district constituency groups. The revised document reflects recent changes in personnel, programming, and functions.

Supporting Documentation

> **CR 1.1** *Evaluation Resource Allocation Document*
> **CR 1.2** *Evaluation Student Learning Outcomes Document*
> **CR 1.3** *Annual Review of Effectiveness*
> **CR 1.4** *2012 Annual Review of Effectiveness Instructional Services Council/Program Review*

College Recommendation 2

The Commission finds that the College made great strides in improving its governance process by revamping a former process based on constituents' feedback and initiating new councils to provide greater participation in the governance process to faculty, staff, and students. In order to increase effectiveness, the Commission recommends that the new process be evaluated and that attendance be more transparent by recording attendees and absentees to ensure full participation of faculty, staff, and students as appropriate. (Standards IV.A.1, IV.A.2.a, IV.A.3, and IV.A.5)

The college's current model of planning and governance is a result of a governance planning retreat convened in 2008 - 2009. Participants in the retreat evaluated the college's existing planning and governance structures and recommended changes that were subsequently adopted by the College Planning Council in May of 2009. During the self-study process for the comprehensive visit in 2011, the college included evaluation of the effectiveness of the planning and governance model as one of its Self-Identified Improvement Plans.

An annual evaluation of effectiveness was completed by the end of 2011 - 2012 for all college planning and governance groups. A survey was completed during the fall semester 2011 that asked college planning and governance participants to rate effectiveness of committees and councils across two dimensions of college planning and governance: committee effectiveness, communication and transparency. The results from this survey have been reviewed by all of the college councils and were incorporated as part of the evaluation for each of the councils. Additionally, evaluation tools were developed to provide quantitative and qualitative information in support of evaluating resource allocation outcomes, integrated planning outcomes, student learning outcomes, and program review outcomes. The evaluation tools were implemented on each council during the 2012 - 2013 year.

The meeting schedules, agendas, minutes, and supporting materials for all college councils are readily available on the college's web site. While meeting attendance, including attendees and absentees, is reflected in all meeting minutes, the listing of attendees and absentees in meeting minutes only reflected employees' names and not position or affiliation. In order to increase effectiveness and transparency, meeting minutes were modified to include attendees' and absentees' position and/or affiliation. This change ensures that the participation of constituent representatives is accurately reflected in meeting minutes. Additionally, this improvement makes participation clear to internal stakeholders, external stakeholders, and the public in general.

The college has incorporated the evaluation of effectiveness into its planning and governance processes, thus increasing its effectiveness in the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The college has increased transparency of participation in planning and governance councils by accurately recording in the minutes of meetings the presence or absence of constituent representatives.

Supporting Documentation

CR 2.1 *College Planning Council Agenda May 2012*
CR 2.2 *College Planning Council Agenda April 2012*
CR 2.3 *Instructional Services Council Minutes April 2012*
CR 2.4 *Instructional Services Council Handbook 2011 – 2012*
CR 2.5 *Student Services Council Handbook 2010 – 2011*
CR 2.6 *College Planning Council Handbook 2011*
CR 2.7 *College Planning Council Minutes March 2012*
CR 2.8 *College Planning Council Evaluation of Effectiveness May 2012*
CR 2.9 *Committee Communication Effectiveness Survey Results 2011*

District Recommendation 1

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

A recommendation response team composed of District and College representatives was formed to address Recommendation 1 and met on August 30, September 1 and 20, and October 21, 2011 to focus on improving the structure and content of the District's Function Map that is used to delineate responsibility and division of District and College services. The team worked to identify processes to ensure that all employees have access to the Function Map and explored ways to improve communication to all employees by assisting them in understanding the delineation of functions and responsibilities between the District and the Colleges.

The recommendation response team identified changes necessary to update the Function Map due to changes in leadership for District and College departments. Additionally, the recommendation response team agreed that it was necessary to expand the document to include a brief summary of responsibilities for each identified area. The recommended changes to the Function Map were discussed with the Chancellor's Executive Cabinet who worked on updating and expanding the various sections of the document. Changes were also made to improve the layout and structure of the document. The first page of the Function Map was converted into a "quick reference sheet" that clearly lists District and College functions. The overall layout of the document was modified to improve readability and color coding was implemented to differentiate between District and College functions. These modifications improved the usefulness of the Function Map.

The final draft of the updated Function Map was reviewed by the Leadership Retreat Group in January 2013. The group suggested additional changes which were incorporated and subsequently reviewed by the Chancellor's Executive Cabinet. A final review of the document was completed in June 2013 and the new Function Map was posted on the website on July 1, 2013 (1.1). A final recommendation was that the Function Map be explained during each new employee orientation to establish consistency of information distribution.

The recommendation response team also assessed the District's program review schedule and template and made recommendations for improvement. The template was updated to include Administrative Unit Outcomes (AUOs) (1.2), and an additional section was added for departments to provide a summary on progress made on needed improvements identified in the previous program review (1.3). Additionally, the schedule was updated to reflect current District departments and the responsible administrator.

After the program review document is completed, the review process begins with review by the department's supervising administrator. The program review is then submitted to each College's participatory governance group (West Hills College Coalinga College Planning Council and West Hills College Lemoore Planning and Governance Council). The final step in the process is review by the Chancellor's Executive Cabinet. A formal presentation by the respective department supervisor is made to each group. For tracking purposes, a signature sheet indicating the review process is included with the program review document. Finally the program review is provided to the Board of Trustees as an informational item.

The program review schedule was modified by the Chancellor's Executive Cabinet in July 2013 due to organizational changes at the District Office and the revised schedule is located on the portal: https://my.whccd.edu/committees/dpr/default.aspx

Supporting Documentation
> **DR 1.1** *Updated District Function Map*
> **DR 1.2** *Updated District Program Review Template*
> **DR 1.3** *Updated District Program Review Schedule*

District Recommendation 2

In order to increase effectiveness, the Commission recommends that the District work with the colleges to develop evaluation procedures for online faculty and that evaluation results be incorporated in personnel evaluations for the purpose of improving online learning. (Standards III.A.1.b and III.A.1.c)

The evaluation of online instructors is the responsibility of the Chief Instructional Officer at each college. All online faculty evaluations are handled using the same evaluation process as a face to face faculty evaluation, including student surveys and peer evaluations.

In accordance with the collective bargaining agreement (CBA) between the West Hills Community College District and the West Hills College Faculty Association, the evaluation process of full time faculty is clearly delineated. Tenured full time faculty are formally evaluated at least once every three years. Non-tenured full time faculty are evaluated annually. Two peers and an administrator comprise the evaluation team and a common classroom observation form is used by all members of the team. (2.2, 2.3)

As reflected in the 2009 - 2012 Distance Education Strategic Plan (2.1), the West Hills Community College District continually analyzes, anticipates, and manages the implementation and improvements for distance education. The District's goal is to ensure the maximum benefit to students, the community, and the most beneficial return on investment. The District holds online instruction to the same high standards expected from traditional face-to-face methodology.

Through the collective bargaining negotiations process, a new online faculty evaluation form was developed that will be used to evaluate full time faculty effectiveness in teaching online courses. This evaluation tool has been reviewed for accuracy and suitability by faculty and was approved in August 2013. Full time faculty teaching online course sections are evaluated proportionally to their face-to-face teaching load. These observation results, whether from a face-to-face or online classroom, are a component of the post-observation meeting when attributes and deficiencies are honestly discussed. They are also included in the summary evaluation narrative and placed in the faculty member's personnel file at the conclusion of the evaluation with other relevant documents.

Adjunct faculty are not covered by the collective bargaining agreement; however, the West Hills Community College District makes a commitment to teaching excellence by utilizing the same evaluation protocols and tools for all adjunct faculty, whether they teach face-to-face or online. All adjunct faculty evaluations are led through a formal process by an instructional administrator. The practice of the West Hills Community College District is to make every effort to formally evaluate all adjunct faculty during their first term of service. First term instructors are also evaluated by their students. In the case of online instruction, evaluation results can be used by instructors to make improvements to their online courses in a timely fashion. Experienced online adjunct faculty are evaluated in a process that parallels that of face-to-face adjunct instructors. The online adjunct faculty evaluation includes a real or virtual pre-observation meeting between the instructor and the administrative evaluator, student surveys, class observation notes, and a review of course documents including syllabi, student learning outcome documentation, and an evaluation summary. (2.3)

Prior to 2009, the same student survey instrument had been used to evaluate all instruction whether it was face-to-face or online. The West Hills Community College District recognized that the same survey instrument could not be used for online instruction since some of the questions were irrelevant or relevant questions to online instruction were not specifically asked. Therefore, the West Hills Community College District negotiated with the West Hills College Faculty Association and developed a student evaluation questionnaire specifically designed for online instruction (2.4). This evaluation tool has been used since 2009. Similarly, the evaluation team observation form for online courses was updated and included in the 2009 collective bargaining agreement. The revised evaluation team observation form includes items specific to the online learning environment and distance education methodology. (2.1, 2.6)

Common classroom evaluation forms will be used for full time faculty and adjunct faculty, as required by the CBA, in order to maintain high teaching standards and to ensure that the evaluation process is consistent throughout the District (2.4). These forms are completed during the course of the evaluation and placed in the faculty member's personnel file at the conclusion of the evaluation.

The administrator leading the full time or adjunct faculty evaluation process is responsible for summarizing the evaluation and making sure that all pertinent documentation is placed in the personnel file of the faculty member being evaluated. A common theme of the administrator's documentation is to determine the effectiveness of teaching and student learning. For example, a specific section of the full time faculty member's evaluation process is to discuss the development and assessment of student learning outcomes (2.6).

Adjunct faculty evaluations also address course level student learning outcomes. For either full time or adjunct faculty, the only recognized and formal repository of official documents, including evaluations, is in the personnel files located in the Human Resources Office at the West Hills Community College District Office.

Prior to 2011, online instruction was monitored by a District instructional administrator specifically assigned to manage the online program. During this time, online adjunct faculty evaluations were conducted by this administrator, but the final and formal evaluation results were not always shared with the College's chief instructional officer. Effective summer 2011, the process was changed to involve each College's chief instructional officer. While any College instructional administrator can conduct the evaluation and create the documentation for online faculty, the chief instructional officer

is forwarded all evaluation materials for review before they are placed in the adjunct faculty member's personnel file. Beginning in summer 2012, all online evaluations became a College function as described above.

During the writing of the College's response to this recommendation, the District and Colleges recognized that additional improvements relevant to this recommendation would enhance institutional effectiveness. Mutually agreed upon by the District and Colleges, and by administrators and faculty, the following items are receiving the required attention:

- · West Hills College Coalinga and West Hills College Lemoore both completed a student survey and peer evaluation for online faculty during the 2012 - 2013 year.
- · Both College's office of educational services has developed an adjunct faculty evaluation monitoring process. The monitoring process details when an adjunct faculty member is evaluated and when the next evaluation is due. This process was developed to establish consistency and an evaluation cycle.

Supporting Documentation
DR 2.1 *District Strategic Plan for Distance Education*
DR 2.2 *Classroom Team Observation Form for Face-to-Face Classes (pages 62-63)*
DR 2.3 *Classroom Team Observation Form for Online Classes (pages 64-65)*
DR 2.4 *Adjunct Faculty Evaluation Packet*
DR 2.5 *Student Evaluation Form for Online Courses (pages 66-69)*
DR 2.6 *Full Time Faculty Evaluation Narrative to Illustrate SLO accomplishments*

District Recommendation 3

To increase effectiveness, the Commission recommends that the District and the colleges respectively document their facilities planning processes that address facilities' preventive maintenance and adequate maintenance staffing for all facilities, as well as an equipment replacement plan that addresses the total cost of ownership for all equipment, including technology equipment. (Standard III.B.1.a and III.C.1.d)

The District has developed a model for facilities preventive maintenance including staffing and equipment replacement for facilities and technology that addresses the total cost of ownership. The District architect, District and College administrators, faculty, and staff engaged in discussions regarding existing and future challenges in facilities management. Guided by the dialogue and identified concerns, the District's architects developed the West Hills Community College District Preventive Maintenance Program (3.1).

Based upon staffing metrics, the West Hills Community College District increased the number of permanent positions supporting College maintenance and operations. West Hills College Lemoore added two full time custodians and a full time skilled maintenance worker. The additional positions will enable the College to maintain the West Hills College Lemoore Golden Eagle Arena in the same high quality manner that the rest of the campus currently upholds.

The Preventive Maintenance Program also includes inventory control, critical spare part resources, and a transition plan that will guide the District from reactive maintenance to a preventive maintenance program. The plan was designed to be a comprehensive guiding document for facilities planning, maintenance, and operation in support of student learning.

Maintenance and Operations Directors at both Colleges attended training on School Dude PM Direct which is the software management tool used to schedule the preventive maintenance (PM) work. Time was spent with the Maintenance and Operations Directors on planning the scheduling process and developing a standard naming convention for the PM schedules. This was necessary due to the amount of PMs to be implemented from all the different delivery sites. Once a standard was agreed upon, a plan to implement the PM schedules over time was developed. The safety and regulatory inspections are scheduled first on the list.

As the West Hills Community College District begins the progression from reactive maintenance to preventive maintenance, staff work load will be reviewed to determine sufficient staffing. It is planned to have staff conduct preventive maintenance related work for approximately 30% of their weekly load. As the plan moves forward, preventive maintenance time allocations will be increased as there is a reduction in reactive maintenance work.

Effective June 2013, a work order system was generated for all maintenance work. This has allowed for the elimination of emails and phone calls to report problems, with the exception of emergencies. Emergency work orders are created after the emergency is handled. Using this process, the Maintenance and Operations Directors are able to manage their staff more effectively and efficiently and are able to evaluate the location of the main problem areas at College and District locations.

The District is now utilizing a Total Cost of Ownership process which is an analysis to determine the facilities usage data and costs of operation in making decisions about capital development.

Technology maintenance and upgrades have also been incorporated into the Preventive Maintenance Program to ensure campus technology infrastructure improvements keep pace with the emerging needs of the District and College. The IT department is developing a 5 year replacement schedule for computer labs. Technology and system infrastructure upgrades are integrated into each capital project, assuring that improvements are an ongoing effort and not considered a one-time fix. This approach serves to sustain a safe, healthy, and technologically sound environment for staff and students.

In 2012 - 2013, each college was appropriated a substantial and equal allocation to be used for facilities and technology needs. Each College's facilities committee meets one or two times each month to review college needs, prioritize their needs, and allocate funds for each project. The project is a campus driven function based on needs and committee recommendations (3.2).

Supporting Documentation
> **DR 3.1** *Preventive Maintenance Program*
> **DR 3.2** *Facilities Development Council Minutes May 2013*

District Recommendation 4

In order to increase effectiveness, the Commission recommends that the District review its communication protocols and practices to assure ongoing, transparent, consistent, and timely communication among District participatory governance committees with corresponding College participatory committees. (Standard IV.A.1, IV.A.2.a, IV.A.3, and IV.A.5)

The recommendation response team held meetings in September and October 2011 to establish the review process needed to address this recommendation. It was quickly determined that the response team would develop a survey to measure both the effectiveness and transparency of all District and College committees (4.1).

The team designed an assessment instrument that used a Likert scale rating method and allowed respondents the ability to comment. The instrument itself had 14 questions addressing committee effectiveness and nine items designed to measure communication and transparency. In mid-October 2011, the West Hills Community College District Committees Communication & Effectiveness Survey was sent out to members of the twenty-seven (27) District and College participatory governance committees via Survey Monkey. Following the survey, the results were shared with the Chancellor's Executive Cabinet and both primary participatory governance committees at the Colleges (West Hills College Coalinga College Planning Council and West Hills College Lemoore Planning and Governance Council). The survey response rate was 61% (4.1). The survey was sent to participatory governance committees at both Colleges again in 2012 and 2013 and has become an annual performance measure to determine the effectiveness and transparency of committee communications. The most recent survey results were shared in May 2013. A follow up survey is being sent in October 2013 asking participatory governance committee members to share how they are using the survey results to improve transparency and communication at their Colleges. This is the responsibility of the office of the Associate Vice Chancellor of Academic and Information Services.

A link has been established on the District's portal to view the annual results of the West Hills Community College District Committees Communication & Effectiveness Survey (4.1).

The recommendation response team also planned for additional avenues and venues for utilizing the survey results to improve transparency and timely communication. Survey results will be annually reviewed by the Chancellor's Executive Cabinet to identify areas needing improvement. Follow up discussion will occur at the College's participatory governance based committees. Additionally, the Chancellor's Executive Cabinet will work to address District committee structure, leadership, and communication concerns. College committee chairs will be accountable for making the necessary improvements to address areas of low ratings for their respective groups.

The District is incorporating the evaluation of committee protocols and practices into its planning processes, thus increasing overall committee effectiveness through the ongoing and systematic cycle of evaluation, implementation, improvement, and re-evaluation. In the past year, the West Hills Community College District's Leadership Retreat Group has expanded its membership to include additional faculty and classified leadership participants.

In September 2011, job duties for participatory governance faculty (Academic Senate Chair and Curriculum Chair) receiving release time were developed and implemented and include the responsibility of communication to peers and constituents. Faculty who serve in these positions have contracts that allow for reassigned time for purposes of

communication with their committees and peers regarding information related to the College's business and their committees' assignments (4.3)

A new model of open communication and general information sharing has emerged over the past few years to keep all College staff and the community informed about College initiatives, programs, and opportunities. This communication includes memos from the Chancellor updating staff on changes that affect the Colleges. Topics have included information such as the fiscal effects on the Colleges and District based on state budget funding, internal restructuring changes, and introduction of new administrators. A proactive "Help Desk" sends out information on software usage and training opportunities, availability of new classes for CTE training programs, transfer workshops, and regional employment opportunities to email subscribers, staff, and students. The District and College website access has been improved to highlight new College initiatives and programs, provide open access to District policies and strategic plans, as well as provide excellent photos and slide shows of student events and recent College activities. Additionally, the portal is utilized for shared communication between faculty, students, or staff who are working on a joint project or work assignment.

In working through implementing changes to improve communication transparency between the District and participatory governance committees, a recurring discussion centers on how participatory governance committees can best share information to the broader constituency of faculty and staff. The Chancellor has charged the College Presidents with the responsibility to work with College staff to further the understanding of the District's unique organizational structure and shared responsibilities between the District and the Colleges.

Supporting Documentation

> **DR 4.1** *West Hills Community College District Committees Communication & Effectiveness Survey*
> **DR 4.2** *Results of the WHCCD Governance Committee Communication & Effectiveness Survey, May 2013*
> **DR 4.3** *Job Description of Faculty Reassigned Duties and Responsibilities for Participatory Governance*

District Recommendation 5

In order to increase effectiveness, the Commission recommends that the District office ensure the District website contains all policies and update them as prescribed in its own policies. This will keep the colleges better informed of the current District policies and facilitate the implementation of the District policies at the colleges. (Standard IV.B.1)

As indicated in the March 2012 follow up report, all West Hills Community College District Board Policies and Administrative Procedures continue to be posted on the District's website. This includes the policies and procedures that are in the old numbering system (3-digit) which are being phased out and replaced with policies and procedures in the (4-digit) numbering system implemented by the Community College League of California's Policy and Procedure Service. (5.1)

Additionally, a Policy and Procedure Review Schedule is developed each year and is posted on the District's website above the list of policies and procedures. http://www.westhillsCollege.com/District/about/board_trustees/policies/index.asp

Supporting Documentation

> **DR 5.1** *West Hills Community College District Board Policies and Administrative Procedures*

District Recommendation 6

The Commission recommends that the District and the colleges evaluate the district-wide distance education program to assure that the design, staffing, and operation of the program meet all elements of Accreditation Standards. (Standard II.A, II.A.1, II.A.2, II.A.6, II.B.1, II.B.2.a, II.C.1, and II.C.2)

In the 1980's, advances in technology allowed West Hills Community College students to receive instruction via pre-recorded television course segments. These tele-courses were the first technology based distance education option implemented by the District. Online and video conferencing replaced tele-courses in the 1990's as the Internet became more readily available. Since 1998, the West Hills College Community College District has been providing distance education opportunities in its class schedule, thereby improving student access to a College education. Due to its rural, remote, geographic location, the West Hills Community College District made it a priority to be one of the leaders in distance education and continues to rely heavily on distance education and technology improvements today to improve student access.

The administration of distance education at the West Hills Community College District has seen some changes since 2011. During the summer and early fall of 2011, the District's Vice Chancellor of Educational Services and Workforce Development met with the chief instructional officers (CIOs) from each College along with the District's Associate Vice Chancellor of Educational Services and Information Technology to delineate all duties associated with distance education.

The result of these meetings was to endorse that all instructionally related responsibilities of distance education would be given to the chief instructional officer of each College. Specifically, starting in the summer of 2012, each CIO was responsible for online schedule development, faculty assignment, faculty evaluation, and the review of all instructionally related documentation including syllabi, attendance, student learning outcomes, and grades. The CIOs monitor distance education curriculum activity, their own College's online budgets, the College Curriculum Committee meetings, and advocate for the delivery of courses in an online format when appropriate and consistent with program review. The District assists in the coordination and delivery of the necessary technology support and training.

The CIO is responsible for all aspects of instruction at the College regardless of the mode of delivery (face-to-face, online, or video conference). The CIO is responsible for the recruiting, hiring, and evaluation of faculty, including those that teach exclusively online. These responsibilities may be assigned, in part or in full, to a College instructional administrator who reports to the CIO; however, it is the CIO that ensures that the selection, assignment, and evaluation processes are fulfilled on behalf of the College.

The College CIOs coordinate online course offerings each semester, collaborating on scheduling, staffing, program operation and online budgets; however, each CIO has ultimate authority over their course schedule with a priority given to creating a course schedule that supports College degree completion. With regard to distance education staffing and scheduling, the CIOs work collaboratively to develop a distance education schedule for their respective college. This collaboration maximizes resources and provides an improved opportunity for students to complement their face-to-face class schedule or work schedule.

Evaluation of full time faculty who teach online courses is guided by the collective bargaining agreement between the West Hills Community College District and the West Hills College Faculty Association. The Collective Bargaining Agreement delineates the evaluation procedure including the timeline, role of participants, and forms. To better fit the online learning environment, the CBA includes an Online Instructor Team Evaluation Form which is used in place of the Team Evaluation Form for traditional classroom instruction. The Online Instructor Team Evaluation Form affords guided peer or administrator review of the online course section consistent with strong distance learning methodologies. With the exception of the observation form, there is no difference in the evaluation procedure of online faculty and traditional face-to-face classroom faculty, and all full time faculty are evaluated according to the process and timeline established in the CBA (6.1).

The Colleges formally evaluate new adjunct faculty in their first semester of instruction and student evaluations are completed for all adjunct faculty each semester. The West Hills Community College District is committed to creating a high quality learning experience for all students and believes the evaluation process is one means of ensuring consistent quality of instruction.

An evaluation of the District-wide distance education program was conducted in 2009. This led to the development of the District's Distance Education Strategic Plan 2009 - 2012 (6.2). In order to ensure broad based campus leadership, a representative group of stakeholders including students, full time and adjunct faculty, the District Chancellor, College Presidents, staff, and administrators met over a day and a half. Participants discussed and prioritized characteristics that a model distance education program should aspire to achieve.

As part of the ongoing and systematic cycle of evaluation, the District included distance education programs as part of the overall District strategic planning process in 2010. During the development of the 2011 - 2015 District Strategic Plan, it was determined to include a comprehensive effectiveness model based on the American Association of Community Colleges Core Indicators of Effectiveness for Community Colleges that delineates distance education program benchmarks (6.3).

The District will continue to evaluate District wide distance education programs as part of the institutional effectiveness practices and incorporate findings into its strategic planning processes, thus assuring that the design, staffing, and operation of the program continues to meet all elements of ACCJC/WASC standards.

Supporting Documentation

DR 6.1 *Collective Bargaining Agreement between the West Hills Community College District and the West Hills College Faculty Association/CTA/NEA*

DR 6.2 *District Distance Education Strategic Plan 2009-2012*

DR 6.3 *District Strategic Plan 2011-2015*

Responses to Self-Identified Improvement Plans Identified in the 2011 Self-Study

Standard I A: Institutional Mission and Effectiveness

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

Self-Identified Improvement Plan 1.A.3: The College Planning Council will evaluate the effectiveness of the recently adopted timeline for review of the college vision and mission statements by spring 2012.

The college engaged in a review of the vision statement, mission statement, and goals in the spring of 2010. The revised vision and mission statements were approved by the board of trustees on August 24, 2010. The process involved all constituencies of the college including students, staff, administrators, and community members. Participants engaged in online surveys, open forums, and council meetings. The result of the review process was a recommendation from the College Planning Council to revise the statement to more clearly define the mission of the college. The vision statement and goals were also reviewed during the mission revision process. Through dialogue between and among students, faculty, administrators, classified staff, and community members, the development of the educational master plan, and the oversight of the College Planning Council, WHCC has established a five-year cycle for review of its mission statement. The next scheduled review of the vision and mission statements is 2014 - 2015.

In accordance with the evaluation cycle, a strategic planning and educational master planning team met during the spring 2013 semester to initiate the college's new strategic planning and educational master planning cycle. Representatives from all constituency groups were included in the process. Revisions to the college's mission and vision statements, along with the development of surveys were the focus of these meetings. When the planning process has been completed, a draft document will be presented to all college constituency groups for review and feedback. Once the planning documents have been vetted and finalized, they will be submitted to the Board of Trustees for approval.

Standard I B: Institutional Mission and Effectiveness

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

Self-Identified Improvement Plan 1.B.6: The president will incorporate into the regularly scheduled President's Open Forum an explanation of the current fiscal year's resource allocation model by fall 2011.

Following her predecessor's schedule, President Goldsmith held a forum during her first semester for the purpose of presenting the "State of the College." Students, faculty, staff, administrators, and members of the community were invited to the event which was video-conferenced from the main college campus to the college center in Firebaugh, CA. Once the fiscal information was presented, President Goldsmith responded to questions from those participating.

Supporting Documentation

    SIP I.B.6 (1) *WHCC President's Forum April 2013*

Self-Identified Improvement Plan 1.B.7: The vice president of student services will incorporate an Instructional Services Council report and a Curriculum Committee report as standing agenda items of the counselors and advisors monthly meetings by spring 2011.

The associate dean of student services continues to incorporate information pertaining to ISC and the curriculum committee at counselors and advisors meetings. In addition, at the Student Services (or non-teaching faculty) Area meetings (which are monthly); one person reports on the decisions made by the curriculum committee and another reports to the group what is happening in the monthly Instructional Services Council meetings.

Conversely, the Vice President of Student Services attends monthly Instructional Services Council meetings in order to report on issues pertaining to student services. This cross-communication has initiated increased collaboration and awareness by faculty, counselors, administrators and staff. For example, counselors are alerted to new courses and programs which require increased marketing efforts for enrollment management.

Supporting Documentation

> **SIP 1.B.7 (1)** *Student Services Agenda November 2013*

Standard II: Student Learning Programs and Services

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

Standard II A: Instructional Programs

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

Self-Identified Improvement Plan II.A.1.a: Under the direction of the student Services Council, the college will form as educational plan subcommittee to implement a comprehensive implementation and assessment plan for student educational plans by May 2011.

The Student Services Council formed an educational plan subcommittee to implement a comprehensive implementation and assessment plan for student educational plans. The members of the subcommittee include: a counselor, advisor, faculty member, and the Student Services Council chair. The former chief student services officer implemented a "team" approach to garnering interest in getting educational plans done by assigning students to counselors based on their major. These teams had members which included an advising specialist, a financial aid staff member, a student services technician and a key administrator. Lists were generated from the registrar's office on which students had not completed educational plans and the college orientation. Data from the team meetings during the 2011 - 2012 academic year showed a significant increase in the number of students who had completed educational plans on file.

In the Fall of 2012, West Hills College Coalinga experienced a major administrative change. The new VP of Student Services reorganized the "team" approach by major in order to add specific categorical programs to the students' major. Counselors and advisors were scheduled based on program involvement and an institutional commitment to call students to come in and develop or update their educational plan. Educational plans are now scanned and electronically available through the Hershey Document management system for easy access. Special attention was paid to incoming high school seniors in the WHCC district. Those students received priority registration beginning spring 2012 through the current year by having the application, orientation, financial aid and an educational plan completed.

Supporting Documentation

> **SIP II.A.1.a (1)** *WHCC Teams*
> **SIP II.A.1.a (2)** *Student Services Team Spreadsheet*

Self-Identified Improvement Plan II.A.1.b: The Instructional Services Council will review data regarding student success and retention in video-conferenced course sections during spring 2011.

In the spring of 2011, the Instructional Services Council approved including the data regarding student success and retention in video-conferenced course sections. The first report was provided to the council in May of 2011, which included all video-conferenced course sections for the previous five year cycle (2006 – 2011). Data revealed no significant difference between traditional and video-conferenced delivery of courses in student retention and success. Further, the council approved a two year cycle in which to continue to evaluate and compare the video-conference delivery method. The data comparison data was provided by the district office researcher and presented to the council in May of 2013. Data for this cycle revealed some difference between the face to face and video-conferenced sections. It was speculated that this

difference could be explained by the issues resulting from the outdated technology in some of the classrooms. Plans for system improvement are ongoing, with the last classrooms to be upgraded in August of 2013. The council will continue to monitor and evaluate the video-conferenced courses on a two year cycle.

Supporting Documentation

> **SIP II.A.1.b (1)** *Instructional Services Council Minutes May 2011*
> **SIP II.A.1.b (2)** *Instructional Services Council Agenda May 2011*
> **SIP II.A.1.b (3)** *Video Conference Sections Comparison 2006 - 2010*

Self-Identified Improvement Plan II.A.1.c: Under the direction of the SLO Committee, faculty will assess SLOs at the course, program, and degree level according to the established timeline to assure completion of and compliance with a cycle of assessment by 2012.

The SLO Coordinator developed a tracking for all course-level, program-level, and degree-level outcomes. This tracking form is updated as submissions are received. An assessment schedule for program level assessments was completed as part of each program's SLO form (need sample of PSLO form). The analyses of the assessments occur at the time of program review for that particular discipline. The degree level assessments are embedded into the program SLO form and are assessed during program review for the discipline as well. In addition, WHCC assessed their institutional level SLOs and submitted a report to the Academic Senate and the Instructional Service Council which, after review was presented to College Planning Council in order to ensure that college-wide discussions were occurring on student learning outcomes.

College Planning Council was presented with the report and distributed recommendations to several committees for review and action. The recommendations are being considered in those committees and recommended changes will be presented back to CPC for final approval.

The SLOC completed a SLO Proficiency report for ACCJC which concluded that WHCC is at the proficiency level in regards to SLO implementation and suggested several recommendations to improve the SLO process. Furthermore, in the summer 2013, WHCC was selected by ACCJC to be one of the participating colleges in the Lumina Foundation's Degree Qualifications Profile Project (DQPP). Work has begun to align course, program, and institutional outcomes to the DQPP Framework.

Supporting Documentation

> **SIP II.A.1.c (1)** *College Status Report on SLO Implementation*
> **SIP II.A.1.c (2)** *PSLO Allied Health 2012*
> **SIP II.A.1.c (3)** *WHCC PSLO Form*
> **SIP II.A.1.c (4)** *College Planning Council Minutes November 2012*
> **SIP II.A.1.c (5)** *SLO Course Cycle*
> **SIP II.A.1.c (6)** *SLO Tracking Spring 2012*
> **SIP II.A.1.c (7)** *ISLORC Report 2012*
> **SIP II.A.1.c (8)** *PSLO Math 2014*

Self-Identified Improvement Plan II.A.2.b: SLO Committee chair to share comprehensive report highlighting pedagogical changes resulting from SLO assessment results with the faculty, Instructional Services Council, and College Planning Council by fall 2011.

The comprehensive report was postponed until Spring 2012 because of the college's response to College Recommendation #1. One of the forms that was developed in order to answer the recommendation was a template to evaluate the effectiveness of the committee and the template of the comprehensive report. The student learning outcomes committee (SLOC) adopted the form with changes to include an evaluation of the committee and the SLO process at the college as well as to provide data for Goals and Performance Indicators. The comprehensive report was approved and submitted to Academic Senate and Instruction Services Council with two college wide recommendations. The SLO Comprehensive report was shared with all faculty in the Assessment Day at the end of the semester.

The Academic Senate addressed one of the recommendations and revamped the learning areas in order to balance the workload and number of faculty in each area.

College Planning Council is scheduled to address the other recommendation which is to create a learning area chair position in order to lead the efforts to institutionalize the SLO process, to be a go-between admin and the departments if issues arise which will allow a consistency and sustainability of workload production in each of the learning areas.

Subsequently to this report, the college has pursued the opportunity to advance the institutionalizing SLOs. Through a competitive process that examined the college's competency regarding SLOs implementation and assessment, West Hills College Coalinga was selected by ACCJC to participate in the Lumina Foundation Degree Qualification Profile Project. The work being completed through this project is creating a new dialogue on how the college will proceed with campus-wide pedagogical changes resulting from SLO assessment results.

Supporting Documentation
> **SIP II.A.2.b (1)** *SLO Committee Minutes March 2012*
> **SIP II.A.2.b (2)** *SLO Comprehensive Report 2011*
> **SIP II.A.2.b (3)** *SLO Committee Minutes February 2012*
> **SIP II.A.2.b (4)** *Academic Senate Minutes December 2012*
> **SIP II.A.2.b (5)** *SLO Assessment Day December 2012*
> **SIP II.A.2.b (5)** *SLO Comprehensive Report Template*

Self-Identified Improvement Plan II.A.2.d: The District Technology Council will make a recommendation during 2011 regarding the technology solution that will enable live web streaming and lecture capture as additional distance learning tools.

The District Technology Council recommended, and the BOT approved on September 27, 2011, purchase of lecture capture equipment from Cisco. The product, Lecture Vision, was installed in the faculty multimedia lab May 2012. During the 2012 – 2013 academic year, specific faculty were chosen to beta test the program in some of their classes. The college continues to expand the number of faculty and courses for this program.

Supporting Documentation
> **SIP II.A.2.d (1)** *District Technology Council Minutes 2011(see page 23)*
> **SIP II.A.2.d (2)** *District Technology Council Agenda 2011*

Self-Identified Improvement Plan II.A.2.e: Instructional Services Council will establish a regular review of the effectiveness of program review and course level SLO assessment by fall 2012.

ISC approved an annual council and program review evaluation on November 2, 2011. An evaluation form was modified by the council to meet the needs of WHCC. The first annual evaluation was conducted on May 10, 2012. A draft report was compiled by Jill Stearns who distributed to ISC for feedback and input. The results were analyzed again in Fall 2012 in order to inform new committee members. Additionally, the council approved that the evaluation cycle must be conducted on an annual basis, as membership on the council changes from year to year.

Supporting Documentation
> **SIP II.A.2.e (1)** *Instructional Services Council Agenda December 2012*
> **SIP II.A.2.e (2)** *Instructional Services Council Minutes November 2011*
> **SIP II.A.2.e (3)** *2012 Annual Review of Effectiveness Instructional Services Council*

Self-Identified Improvement Plan II.A.6.b.1: Curriculum Committee to develop policy on program discontinuance by fall 2012.

The Discontinuance Policy was created at the District Education Coordinating Council (DECC) to ensure a district-wide policy. The policy was created using the statewide Academic Senate guidelines as a model and reviewing several policies from community college districts around the state. A subcommittee was then formed to look more closely at the proposal and provide feedback to the DECC. The policy was then forwarded to the Chancellor's Executive Cabinet for further review, discussion and refinement. After the Chancellor's Executive Cabinet reviewed the policy and provides input, the new draft was distributed through the shared governance process for review and approval by all constituency groups. It is anticipated that the new discontinuance policy (Program Viability) will be submitted to the Board of Trustees for approval by spring 2013.

Supporting Documentation
> **SIP II.A.6.b.1 (1)** *District Education Coordinating Council Agenda*
> **SIP II.A.6.b.1 (2)** *District Education Coordinating Council Minutes*

Self-Identified Improvement Plan II.A.6.b.2: Administrators to assign areas of the college website to staff to assure accuracy and timeliness of publication of instructional policies and procedures by fall 2011.

Dr. Lewallen tasked each area administrator with review of web content for accuracy and completeness. The process was negatively impacted by the pending change to the district websites and plan to schedule any major revisions to third level pages to after the roll out of the new home pages.

The issued carried forward into the 2012 – 2013 academic year. Under Dr. Carole Goldsmith, faculty and administrators were directed to review specific areas on the college's website for accuracy. Input was to be provided to the web administrator for content update.

Standard II B: Student Learning Programs and Services

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

Self-Identified Improvement Plan II.B.1: Student Services Council and the department of Academic Training and Technology to development and implement enhanced online student services to serve local and distant students according to the timeline established in the distance education strategic plan.

Students accessing courses online have the availability of online admissions, counseling/advising services, orientation, the college catalog, schedule of classes, technical support through the help desk via online or telephone, degree evaluation (Academic Tracker) for degree progress, and the availability of petitioning to graduate services. For questions that require more specific information, students can schedule an appointment online or email through the WHCC "ask a counselor" service and a response will be sent within 24 hours. The college will implement eSars in the Fall 2013 for online appointment scheduling with counseling/advising. California Career Café –a 24/7, online career planning website sponsored and developed by the California community colleges provides state labor market industry information that directly connects to CalJobs is also available to students.

The WHCCD distance education strategic plan specifies the district's commitment to providing online student comparable services as their face to face counterparts. With the decline of funding due to the national economic crisis, WHCC has continued to seek the needed external resources to enhance online student services. Student Service Council and Instructional Services Council worked closely with the District's Grants Office to develop proposals that incorporated strategies to increase online student retention and completion.

Fall 2013, WHCCC was awarded a U.S. Department of Education Title V grant that will focus on redesigning the online student services.

Supporting Documentation

SIP II.B.1(1) WHCC *Matriculation Report 2009*

Self-Identified Improvement Plan II.B.2: Under the direction of the chief instructional officer, develop and deliver a college catalog and student handbook as an integrated document to support student learning by summer 2011.

The catalog was completed in the fall of 2011. Total renovation of the college catalog included distinct sections of a student handbook and catalog. In spring of 2013, a catalog power team was developed in order to review and revise the document in preparation for the 2013 – 2014 academic year. Representatives from instruction, student services, and administration revised both the catalog and student handbook. The updated version was completed during the summer of 2013, and will be posted to the college website and printed prior to the beginning of classes in Fall 2013.

Supporting Documentation

SIP II.B.2 (1) *WHCC Catalog 2013 – 2015*

Self-Identified Improvement Plan II.B.3.a.1: The Student Services Council, in collaboration with faculty, will evaluate and revise the exit survey given to all students petitioning for graduation to assess college services including the college's success in helping students complete their individual academic goals by spring 2012.

The Student Services Council evaluated the exit survey in the spring of 2012. It was decided that the existing survey should remain in force. The survey was administered to students petitioning to graduate in the Spring of 2012. In order to improve survey participation rates, the CSSO is working with the office of Institutional Effectiveness to incorporate the survey into the new petition to graduate form that will be released in 2013.

Supporting Documentation

    SIP II.B.3.a.1 (1) *Student Services Council Minutes February 2012*

Self-Identified Improvement Plan II.B.3.a.2: Implementation of the distance education strategic plan including the enhancement of online student services by 2012.

Since the approval of the district's distance education strategic plan (2009 – 2012), the college has enhanced online student services by implementing a new student portal, redesigned its website, added an online student orientation, and implemented a new learning management system.

Additionally, with the advent of the U.S. Department of Education Title V grant, the college will now be afforded a greater opportunity to expand educational online excellence. Groups will convene during the spring 2013 to implement enhancement plans.

Supporting Documentation

    SIP II.B.3.a.2 (1) *Distance Education Strategic Plan 2009*

Self-Identified Improvement Plan II.B.3.d.1: Chief student services officer will coordinate the planning of activities that will promote diversity beginning spring 2011.

In the fall of 2011, the Chief Student Services Officer formed a diversity committee that consisted of the TRIO director, the Associate Dean of Student Services, the DSPS Lab Assistant, the CalWORKS/Career Center Technician, TRIO Advisor, the Librarian, EOPS advisor, and the Student Services Secretary. This committee planned the diversity activities for the 2011 - 2012 year. Those activities included: Black History Month activities, Disability Awareness Month, Cinco de Mayo, St. Patrick's Day, Cesar Chavez activities, and Women's History Month.

The Chief Student Services Officer will work with the President's Cabinet to continue the annual Calendar of college activities that promote diversity at the main campus as well as the college center in Firebaugh, CA. Those activities include Black History Month, Hispanic Heritage Month/Native American Month, Disability Awareness Month, Cinco de Mayo, St. Patrick's Day, Cesar Chavez activities, and Women's History Month. Additionally, the college Librarian has been helping to promote these diversity activities by designing displays in the library to showcase art and books that focus on the specific event.

Supporting Documentation

    SIP II.B.3.d.1 (1) *WHCC Events Calendar 2011*

Self-Identified Improvement Plan II.B.3.d.2: Chief student services officer will lead development of a formal evaluation process to assess the success of cultural and diversity college events by fall 2011.

With leadership changes at WHCC in the 2011 - 2012 academic year, responsibility for the college's cultural and diversity events has been moved from the Associated Student Body to President's Executive Cabinet in order to have more campus-wide involvement by the faculty and administrators. The President also brought this issue forward to the College Planning Council for further input and feedback. Once the decision was approved, discussion regarding the design of the evaluation tool took place. The first student and community online evaluation was linked with the Strategic Planning which began in spring 2013. Review of the data will be ongoing as more cultural and diversity events come online.

Supporting Documentation

    SIP II.B.3.d.2 (1) *Educational Master Plan Student Survey*

Self-Identified Improvement Plan II.B.3.e.1: Matriculation coordinator, chief instructional officer, and chief student services officer will collaborate in leading further investigation into the disproportionate impact identified fall 2010 and develop a plan for remediation by fall 2011.

WHCC is part of the Central California Community Colleges for Change (C6) Consortium. The consortium has been working on developing a common assessment for our region's colleges. The test was submitted to the Chancellor's Office

for preliminary approval on April 13, 2013. The Chancellor's Office denied the initial submission. However Chancellor's Office staff made additional recommendations to the Consortium for data collection on test bias and content validity for the spring 2014 deadline.

In the fall of 2013, faculty will have an opportunity to look at test questions and score them to determine disproportionate impact. Upon approval from the Chancellor's office, the colleges' will be able to use the test should they choose, as early as fall 2014. The vendor will implement a plan to administer validity and reliability studies based on the sample size gathered in the initial assessment usage. The colleges will have until fall 2015 to provide data to the Chancellor's office on cut score validity, reliability, test bias and disproportionate impact.

The Basic Skills committee has identified strategies to incorporate a "bottom cut" score to the current placement test in early fall 2013. ESL faculty/BSI instructors will need to convene in Fall 2013 to develop gap course for students not meeting standard cut for lowest level of English (110A) but are too advanced for highest level ESL (125/130).

Supporting Documentation

> **SIP II.B.3.e.1 (1)** *Vantage 6 Point ESL Writing*
> **SIP II.B.3.e.1 (2)** *C6 Flowchart*
> **SIP II.B.3.e.1 (3)** *C6 Blueprint*

Self-Identified Improvement Plan II.B.3.e.2: Matriculation coordinator, chief instructional officer, and chief student services officer will review the results of the placement tests validation study to determine the need to adjust cut scores for placement recommendations in English and math by fall 2011.

The matriculation coordinator is involved in the C6 Consortium through the Central Valley Higher Education Consortium in the development of a common assessment instrument that is currently being finalized and submitted to the Chancellor's office for probationary approval. Once this happens the college can use this assessment instrument to administer placement testing to gather data to develop and validate cut scores.

The validity and cut score research is anticipated to begin spring of 2014 with the results no later than spring 2015. The college will now be able to assess ESL students for all levels of ESL and basic skills to determine if we need to set a "bottom" cut score for those who qualify. Results of this will be determined in the research gathered by the new assessment test vendor.

Self-Identified Improvement Plan II.B.3.e.3: Matriculation coordinator, chief instructional officer, and chief student services officer will make recommendations for the implementation of ESL placement testing by fall 2011.

Currently the college does not have levels of ESL or a placement test for which to assess ESL students into the curriculum. Students enter and enroll in ESL courses without the benefit of the college placement test. The college is participating in the Central California Community Colleges for Change (C6) consortium common assessment project which will offer an ESL adaptive and diagnostic placement test that will align with the college curriculum.

Supporting Documentation

> **SIP II.B.3.e.3 (1)** *Vantage 6 Point ESL Writing*
> **SIP II.B.3.e.3 (2)** *C6 Writing ESL 2013*

Self-Identified Improvement Plan II.B.3.f: Director of academic and information systems will ensure all paper and microfiche records will be converted to digital format for permanent storage. Target completion of record conversion and destruction of paper files set for spring of 2012.

The conversion of the remaining paper records to digital format was discussed in Student Services Council during program review for Admissions & Records department in Coalinga. Completion was re-targeted for 2013 - 2014 academic year. There was some discussion about the need for funding to complete this project as well.

There was also discussion in District Technology Council regarding this process and how it fits into the scanning project. The purchase and upgrade of new scanning system was put on hold for budget reasons. There is some concern that the current scanning system may not be adequate to support the import of the contents of the vault.

During the summer of 2012, two scanning companies (Scanning Service Corporation and Viatron) gave quotes for processing the microfiche and paper records to electronic format. The bids came in around the $80,000 dollar range. As of Spring 2013, attempts to identify funding were ongoing. The current goal is to have this complete within the 2013 - 2014 academic year as the district has received increased funding from the state.

Supporting Documentation
> **SIP II.B.3.f (1)** *Viatron Proposal*
> **SIP II.B.3.f (2)** *District Technology Committee Draft*
> **SIP II.B.3.f (3)** *Scanning Service Corporation Proposal*
> **SIP II.B.3.f (4)** *District Technology Committee Minutes September 2011*
> **SIP II.B.3.f (5)** *Program Review Template*
> **SIP II.B.3.f (6)** *Student Services Council Minutes February 2012*
> **SIP II.B.3.f (7)** *District Technology Committee Minutes November 2011*

Self-Identified Improvement Plan II.B.4: Under the direction of the chief student services officer, the college will formalize the process of SLO evaluation and dialogue to ensure student support services are improved to meet identified student needs by fall 2011.

The Chief Student Services Officer has worked with the non-instructional SLO coordinator to formalize a process that ensures all non-instructional SLOs are evaluated on a regular basis. SLOs have been incorporated into the program review template. This process leads to improvements to non-instructional programs. In order to implement increased collaboration between the non-instructional programs with the instructional programs, the non-instructional SLO coordinator attends all instructional SLO committee meetings. Further, communication between the non-instructional SLO coordinator and the instructional SLO coordinator occurs on a monthly basis.

Supporting Documentation
> **SIP II.B.4 (1)** *Student Services Council Minutes October 2011*
> **SIP II.B.4 (2)** *Student Services Council Minutes February 2013*

Self-Identified Improvement Plan II.C.1.b: Librarian to develop program and course specific online library guides to support instruction and highlight library materials by spring 2012.

The college librarian continues to add to the collection of research guides for specific courses and disciplines. These library guides were developed in consultation with the instructors of specific classes. As new resources and materials come in, the guides are updated to reflect the new content. These guides are posted on the library website and are listed under research guides.

Supporting Documentation
> **SIP II.C.1.b (1)** *Library Guide Samples*

Self-Identified Improvement Plan II.C.1.c: Librarian will implement live library chat reference service to be prominently featured on the library website by fall 2012.

The librarian has implemented a text service for all WHCC students. The decision to use a text service, rather than a chat service, was based on the feedback by other California community college librarians. Chat services have overall been underused and difficult to staff. The text service was implemented in fall 2012. Promotion of the service was made through advertisement on television monitors in the library's entry, through fliers posted around campus, and information posted on the website.

Supporting Documentation
> **SIP II.C.1.c (1)** *Text Your Question Example*

Self-Identified Improvement Plan II.C.2: Librarian to develop and implement regular cycle of assessment of NDC and Coalinga library services by fall 2012.

A survey assessing the library services at both the main campus and service center in Firebaugh, CA was distributed to staff, faculty, and students at both locations during the spring 2013 semester. The information collected will be interpreted and presented at the Instructional Services Council and the Student Services Council meetings. After the initial distribution, the survey will be repeated on a yearly-basis. In addition, student learning outcomes are assessed on a bi-annual basis for the library services at both locations.

Supporting Documentation
> **SIP II.C.2 (1)** *Library Survey Spring 2013*

Standard III: Resources

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

Standard III. A: Human Resources

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

Self-Identified Improvement Plan III.A.1c.1: District and college administrators to finalize Checklist for Administrators Performing Faculty Evaluations and conduct training in spring 2011. Implement utilization of checklist in 2011/12.

The "Checklist for Administrators Performing Faculty Evaluations" was developed and approved through the district's shared governance process in the Spring of 2011. Presentations on the document were presented to all district administrators at the Leadership Retreat in January 2012. In addition, a template for the evaluation report narrative was adopted in January 2012. Administrators began using the checklist and narrative report template for all faculty evaluations beginning in the 2012 - 2013 academic year.

Supporting Documentation

> **SIP III.A.1c.1 (1)** *Checklist for Administrators Performing Faculty Evaluations*
> **SIP III.A.1c.1 (2)** *Leadership Retreat Agenda January 2012*

Self-Identified Improvement Plan III.A.1.c.2: Office of Human Resources to modify position descriptions in spring 2011 for all management personnel to include a representative duty about responsibility for SLOs. All management personnel to begin including responsibility for SLOs in management performance evaluations by 2012.

All management personnel position descriptions were updated in 2010 - 2011 to include the following representative duty: "Assist faculty and others, where appropriate, in the development of Student Learning Outcomes (SLOs) and the determination of their effectiveness in helping students achieve their desired learning outcomes. In addition, provide leadership for the development of SLOs within their program areas of responsibility." During the 2012 - 2013 academic year, contract negotiations were opened with the West Hills College Faculty Association. Specifically, negotiations focused on a new evaluation procedure and forms. Through the negotiation process, student learning outcomes were incorporated into the faculty evaluation.

Supporting Documentation

> **SIP III.A.1.c.2 (1)** *Associate Dean of Categorical Programs Job Description*
> **SIP III.A.1.c.2 (2)** *Vice President of Educational Services/CIO Job Description*
> **SIP III.A.1.c.2 (3)** *Director of Special Grants Job Description*

Self-Identified Improvement Plan III.A.1.d: WHCCD Board of Trustees to adopt a written code of professional ethics for all personnel by spring 2011.

On April 26, 2011, the West Hills Community College District Board of Trustees adopted Board Policy and Administrative Procedure 3050 which outlines a professional code of ethics for all district personnel. This procedure defines ethics, describes standards and importance of ethics, and legal compliance for ethical behavior.

Supporting Documentation

> **SIP III.A.1.d (1)** *AP 3050 Institutional Code of Ethics*
> **SIP III.A.1.d (2)** *BP 3050 Institutional Code of Ethics*

Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Self-Identified Improvement Plan III.B.1: College representatives on the district risk management committee will conduct regular safety inspections of facilities and grounds to ensure a safe learning and working environment on all campus sites by fall 2011.

Through the district's risk management committee, regular safety inspections of campus facilities and grounds occur annually. All recommendations or issues of a safety nature are reported back to the risk management committee. Those recommendations then get forwarded to the responsible campus committee, like facilities, etc. Once the recommendations are completed, reports are sent back to the district's risk management committee.

Supporting Documentation
> **SIP III.B.1 (1)** *Keenan and Associates Facility Analysis*

Standard III.C: Technology Resources

The Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

No Self-Identified Improvement Plans in this area.

Standard III.D: Financial Resources

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

Self-Identified Improvement Plan III.D.2.e: College Planning Council, in cooperation with the district office of grants, will consistently utilize the grant concept form to ensure that grant planning and acquisition are aligned with the college's mission and goals by fall 2011.

With the arrival of new college leadership as well as new administration of the district's grant office, along with the realization that federal and state grant RFPs are often released with limited time to respond, it has been determined that a better use of the grant concept form would be to change the process in which information is shared. Now instead of a static form that may get lost in the workflow, a representative from the district grants office will report at the College Planning Council.

Supporting Documentation
> **SIP III.D.2.e (1)** *College Planning Council Agenda*

Self-Identified Improvement Plan III.D.3: The vice president of educational services will convene a task force that will recommend additional performance indicators for college goal number four to CPC by the end of spring 2011.

In 2011, the Vice President of Educational Services convened a task force in order to recommend additional performance indicators for college goal number four. This issue was temporarily held due to the college entering into a new strategic planning cycle, where the college's mission, vision, and goals were to be re-evaluated. In 2012, the strategic planning team has been working on a revised mission statement, college vision, and corresponding goals with associated performance indicators which has also been incorporated into the college's educational master plan. Assessment of the new goals and performance indicators will be done annually, with the first cycle due to be completed in Spring 2014.

Supporting Documentation
> **SIP III.D.3 (1)** *College Planning Council Minutes September 2011*

Standard IV: Leadership Governance

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

Standard IV.A: Decision-Making Roles and Processes

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

Self-Identified Improvement Plan IV.A.1: College Planning Council will develop a schedule for evaluation of governance council structures with input from all constituencies as part of the college planning process by fall 2012.

An annual evaluation of effectiveness was completed by the end of 2011 - 2012 for all college planning and governance groups. A survey was completed during the fall semester 2011 that asked college planning and governance participants to rate effectiveness of committees and councils across two dimensions of college planning and governance: committee effectiveness, communication and transparency. The results from this survey have been reviewed by all of the college councils and were incorporated as part of the evaluation for each of the councils. Additionally, evaluation tools were developed to provide quantitative and qualitative information in support of evaluating resource allocation outcomes, integrated planning outcomes, student learning outcomes, and program review outcomes. The evaluation tools were implemented on each council during the 2012 - 2013 year.

Supporting Documentation
> **SIP IV.A.1 (1)** *2012 Annual Review of Effectiveness Program Review/ISC*
> **SIP IV.A.1 (2)** *Annual Review of Effectiveness Facilities 2012*

Self-Identified Improvement Plan IV.A.2.a: Student services office will provide a formal orientation on the purpose and goals of the council or committee on which students have been invited to participate by spring 2012.

The student services office provides a formal orientation on the purpose and goals of the council or committee on which students have been invited to participate to all Associated Student Body officers and members. At the current time, student representatives serve on the following councils/committees: Board of Trustees (every other year), Student Services Council, College Planning Council, and the Commencement Committee.

During the orientation, the following are covered:

> · An overview of the each council/committee (SSC, CPC, Commencement Committee, and the Board of Trustees)
> · The benefits of what a student representative can accomplish on those councils/committees
> · The importance of voting power
> · The importance of giving a report to the ASB concerning the items discussed and decisions made during the council/committee meetings
> · Meeting monthly with the College President and the Vice President of Student Services on student concerns, issues, and updates

The orientation occurs annually, prior to the beginning of the fall semester. It is organized by the Associated Student Body staff advisor, with approval by the Vice President of Student Services. Additionally, the Associated Student Body staff advisor updates the President's Executive Cabinet on orientation topics, dates, and participation.

Standard IV. B: Board and Administrative Organization

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

Self-Identified Improvement Plan IV.B1.d: Office of the chancellor to assure the district website is updated to include all board policies regardless of approval date by fall 2011. Policies that have not yet been updated under the Community College League of California Policy and Procedure Service number system will be marked as "Pending Review" and will be posted to the website.

All board policies and administrative procedures, regardless of approval date, are available on the district web site as of fall 2011. There is a calendar of review dates for all policy and procedures being updated on the district web site. All policies pending review are scheduled and listed on the website at: https://my.whccd.edu/organizations/whcc_accreditation/Lists/Planning%20Agendas/Attachments/37/old%20and%20new%20board%20policies.pdf

Self-Identified Improvement Plan IV.B.1.e: Office of the chancellor to assure that as board policies and administrative procedures are scheduled for review, the Policy and Procedure Review schedule is updated and posted on the website beginning spring 2011.

The review schedule for board policies and administrative procedures has been posted to district web site. See http://www.westhillscollege.com/district/about/board_trustees/policies/index.asp

Supporting Documentation
SIP IV.B.1.e Board *of Trustees Policies index (see page 31)*

Self-Identified Improvement Plan IV.B.2.b: College Planning Council will develop a schedule for evaluation of governance council structures with input from all constituencies as part of the college planning process by fall 2012.

An annual evaluation of effectiveness was completed by the end of 2011 - 2012 for all college planning and governance groups. A survey was completed during the fall semester 2011 that asked college planning and governance participants to rate effectiveness of committees and councils across two dimensions of college planning and governance: committee effectiveness, communication and transparency. The results from this survey have been reviewed by all of the college councils and were incorporated as part of the evaluation for each of the councils. Additionally, evaluation tools were developed to provide quantitative and qualitative information in support of evaluating resource allocation outcomes, integrated planning outcomes, student learning outcomes, and program review outcomes. The evaluation tools were implemented on each council during the 2012 - 2013 year.

Supporting Documentation
SIP IV.B.2.b (1) *2012 Annual Review of Effectiveness Program Review/ISC (see page 31)*

Evidence List

CR1.1 (2 pages)	SIP II.A.1.a (1)	SIP II.B.3.e.1 (2) (2 pages)
CR 1.2 (2 pages)	SIP II.A.1.a (2)	SIP II.B.3.e.1 (3) (4 pages)
CR 1.3	SIP II.A.1.b (1) (2 pages)	SIP II.B.3.e.3 (1)
CR 1.4 (2 pages)	SIP II.A.1.b (2)	SIP II.B.3.e.3 (2)
CR 2.1 (2 pages)	SIP II.A.1.b (3)	SIP II.B.3.f (1) (6 pages)
CR 2.2 (2 pages)	SIP II.A.1.c (1) (8 pages)	SIP II.B.3.f (2) (5 pages)
CR 2.3 (2 pages)	SIP II.A.1.c (2) (3 pages)	SIP II.B.3.f (3) (2 pages)
CR 2.4 (2 pages)	SIP II.A.1.c (3) (2 pages)	SIP II.B.3.f (4) (6 pages)
CR 2.5 (2 pages)	SIP II.A.1.c (4) (3 pages)	SIP II.B.3.f (5) (14 pages)
CR 2.6 (2 pages)	SIP II.A.1.c (5) (12 pages)	SIP II.B.3.f (6)
CR 2.7 (4 pages)	SIP II.A.1.c (6)	SIP II.B.3.f (7) (4 pages)
CR 2.8 (3 pages)	SIP II.A.1.c (7) (6 pages)	SIP II.B.4 (1) (2 pages)
CR 2.9 (23 pages)	SIP II.A.1.c (8) (2 pages)	SIP II.B.4 (2) (3 pages)
DR 1.1 (18 pages)	SIP II.A.2.b (1) (2 pages)	SIP II.C.1.b (1) (5 pages)
DR 1.2 (5 pages)	SIP II.A.2.b (2) (5 pages)	SIP II.C.1.c (1)
DR 1.3	SIP II.A.2.b (3) (2 pages)	SIP II.C.2 (1) (3 pages)
DR 2.1 (32 pages)	SIP II.A.2.b (4) (3 pages)	SIP III.A.1c.1 (1) (7 pages)
DR 2.2 (3 pages)	SIP II.A.2.b (5)	SIP III.A.1c.1 (2)
DR 2.3 (2 pages)	SIP II.A.2.b (5) (2 pages)	SIP III.A.1.c.2 (1) (3 pages)
DR 2.4 (4 pages)	SIP II.A.2.d (1) (6 pages)	SIP III.A.1.c.2 (2) (3 pages)
DR 2.5 (4 pages)	SIP II.A.2.d (2) (4 pages)	SIP III.A.1.c.2 (3) (3 pages)
DR 2.6 (4 pages)	SIP II.A.2.e (1)	SIP III.A.1.d (1) (2 pages)
DR 3.1 (2 pages)	SIP II.A.2.e (2) (2 pages)	SIP III.A.1.d (2)
DR 3.2 (3 pages)	SIP II.A.2.e (3) (2 pages)	SIP III.B.1 (1) (6 pages)
DR 4.1	SIP II.A.6.b.1 (1)	SIP III.D.2.e (1) (2 pages)
DR 4.2 (30 pages)	SIP II.A.6.b.1 (2) (3 pages)	SIP III.D.3 (1) (3 pages)
DR 4.3 (3 pages)	SIP II.B.1 (1) (49 pages)	SIP IV.A.1 (1) (2 pages)
DR 5.1 (4 pages)	SIP II.B.2 (142 pages)	SIP IV.A.1 (2))
DR 6.1 (95 pages)	SIP II.B.3.a.1 (3 pages)	SIP IV.B.2.b (1) (2 pages)
DR 6.2	SIP II.B.3.a.2 (1)	SIP IV.B.1.e (1) (6 pages)
DR 6.3 (24 pages)	SIP II.B.3.d.1 (1) (2 pages)	
SIP 1.B.6 (1)	SIP II.B.3.d.2 (1) (20 pages)	
SIP I.B.7 (1)	SIP II.B.3.e.1 (1)	