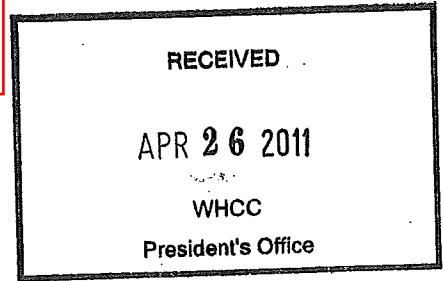


NOTE: Recommendations contained in the report were revised and replaced by the ACCJC. The final ACCJC recommendations are contained in the Commission's action letter (see letter dated June 30, 2011 posted on the accreditation page of the college web site).

APR 26 2011

EVALUATION REPORT



WEST HILLS COLLEGE COALINGA

300 Cherry Lane
Coalinga, CA 93210

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team
that visited West Hills College Coalinga from March 8-10, 2011

Patricia Hsieh, Ed. D
Chair

WEST HILLS COLLEGE COALINGA

Team Roster

March 8-10, 2011

Dr. Patricia Hsieh (Chair)
President
San Diego Miramar College

Dr. Allen Dooley
Professor of Computer Information System
Pasadena City College

Ms. Beth Gomez
Dean of Business Services
Mt. San Jacinto College

Ms. Kathy Hill
Dir. Planning, Policy & Assessment
Leeward Community College

Ms. Cathy Itnyre
Professor of Philosophy and History
Copper Mountain College

Dr. Jowel Laguerre
Superintendent/President
Solano Community College

Dr. Robert Livingston
Business Administrator Instructor
Cerritos College

Dr. Ed Pai
Dean of Institutional Effectiveness
Los Angeles City College

Mr. Daniel Petersen
English Instructor
Hartnell College

Dr. Gwendolyn Plano
Vice President Student Services
Irvine Valley College

Mr. Ramiro Sanchez
Executive Vice President for Student Learning
Ventura College

Dr. Linda Woods (Assistant)
Associate Professor of Chemistry
San Diego Miramar College

SUMMARY OF EVALUATION REPORT

INSTITUTION: West Hills College Coalinga

DATE OF VISIT: March 8-10, 2011

TEAM CHAIR: Patricia Hsieh, Ed.D.
President, San Diego Miramar College

A twelve-member accreditation team visited West Hills College Coalinga from March 8-10, 2011, for the purpose of determining whether the college continues to meet accreditation standards, evaluating how well the college is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college.

In preparation for the visit, team members attended an all-day team training session on February 8, 2011, conducted by ACCJC, studied the Commission Handbook for Evaluators, and were divided into four sub-groups according to the accreditation standards. Team members also carefully read the college's self study and related evidentiary documents provided by West Hills College Coalinga.

Three weeks prior to arriving on campus, each team member prepared written reactions to the West Hills College Coalinga self study and identified inquiries to be made during the visit. Two weeks prior to arriving on campus, team members emailed a list of over 80 appointments with district personnel, college faculty, classified staff, administrators, and students to be scheduled by the West Hills College Coalinga Accreditation Liaison Officer in preparation for the visit. On March 7, the team met for a three-hour meeting to collectively review the self study report and finalize preliminary questions and issues to be addressed during the following three days.

During the three-day visit, the team met, either individually or in groups, with over 80 college faculty, classified staff, students, and administrators. In addition, team members held two widely publicized sessions open to all members of the college community. The team appreciated the candor of the employees and students throughout the visit.

In general, the self study is complete and it covers most important elements and all standards and eligibility requirements. The team noted that while the college provided supporting documentation that shows most evidence of claims in the self study report, the team had to seek obviously missing evidence to substantiate the information in the self study report.

Major Findings and Recommendations of the 2011 Team

Major Findings

Institutional Commitments:

West Hills College Coalinga has demonstrated commitment to its institutional mission convincingly. First, the mission statement has been revised regularly, and surveys have attempted to confirm its relevance and clarity. The latest revision includes an opening clause referring to student learning: “West Hills College Coalinga is committed to achieving student learning...” This reflects the college’s embrace of the principle of student learning outcomes as a central focus of mission, and at a time when the college is vigorously assessing learning outcomes for courses, programs, and the institution, it is appropriate. In practice, the college is focused on the needs of its students in its community, creating programs and providing services in response to very specific needs—displaced agricultural workers in the district who need training, and local employers who need skilled workers. The team has seen commitment to the mission at every level, and real affection in the community for the college.

Evaluation, Planning, and Improvement

The program review process provides the college with a framework for the systematic evaluation of program level activities. The team, through interviews and documents, verified the robust dialog occurring among instructional and student services programs generated by the program review process. There is evidence that this dialog is identifying improvements in program effectiveness. The essential elements for improving student achievement and learning are in place. Reliable quantitative and qualitative data and effective research services are available to the college, and a culture of evidence is growing.

The program review process is systematic, has wide participation and is being improved through informal formative evaluations and dialog. The college documents and compiles program review results and posts them on the college portal. Individual examples of improvements in student learning and achievement were identified. SLO assessment activities are functional for both instructional and student services, and new systems promise to increase access to results and provide additional management capacities.

Integrated planning – the systematic coordination of different college and district planning activities to manage the implementation of goals and strategies and drive decision-making towards institutional improvement – is not evident. Significant planning activity has occurred at the institutional level, but it has not been integrated with program level activities and decision-making processes. The college educational master planning process, coupled with a district strategic planning process, has established goals and strategies for the college. Regular and wide publication and discussion of key performance indicators for district strategic goals provide evidence of the college’s effort to use data to drive dialog about institutional performance.

Systematic coordination of planning and program review efforts was not evident. There was no evidence of a completed college facilities master plan that includes total cost of

ownership. There was little evidence of formal efforts to manage the implementation of Educational Master Plan (EMP), SLO, distance education, student services, district or other plans. Program level planning appears to be limited to the resource request process. Relationships between program, college, and district planning and decision-making processes are not well articulated or documented. Systematic evaluations of college planning processes are not evident. As a result, efforts to improve student learning are informal and isolated.

The lack of integrated planning has a negative impact on the resource allocation process. Program resource requests are aligned with college goals and priorities. However, there is a common belief that if no funds are available, there is no need to plan. It is not clear how college priorities determine allocation decisions. The relationship between college and district decision-making and resource allocation processes requires additional clarification. Because much of the dialog is informal and unstructured, the team found evidence of continued confusion around these issues.

As a result, the team was not able to find evidence that the college systematically “closes the loop” of the evaluation – planning – resource allocation – implementation – re-evaluation cycle. The team found evidence that each of these activities is occurring and that there is a robust, college-wide dialog around program review and institutional planning. There is a culture of evidence that informs this dialog. But the integrated planning necessary to close the loop is not clearly articulated and documented. The college is assessing its student learning and program activities; accompanying evaluation and resultant improvements in student outcomes are isolated and not well documented. In order to systematically improve student learning, the college must more clearly articulate and document how evaluation results determine the college priorities and resource allocations that drive the achievement of institutional goals and strategies.

Student Learning Outcomes:

West Hills College Coalinga (WHCC) is committed to developing and assessing effective Student Learning Outcomes (SLOs). The college’s SLO Committee, which is a subcommittee of the Academic Senate, is responsible for review and completeness of course and program SLOs and their assessment. Since fall 2007, course-level SLOs have been identified and assessed and some changes based on assessment results have been implemented. The college is currently mapping course SLOs to develop program SLOs and these program-level learning outcomes will be part of program assessment in 2011. In 2009 this process was formalized in Student Services. Though outcomes have not reached the stage of proficiency, the SLOs are identified and various assessment approaches have been listed in their plans. Student Services has recently integrated SLOs into the Program Review process. Staff, faculty and administration are versant in the SLO process and are committed to assessing the outcomes and using the results for continuous quality improvement.

Organization:

The organizational structure of WHCC District and West Hills College Coalinga is very horizontally loaded. There is considerable planning and dialogue among managers that takes place in both formal and informal fashions. Questions that still remains are how much

dialogue takes place from managers to faculty and staff, and what is the nature of that dialogue? Is it in a top-down direction? What is the difference between communications among District and WHCC faculty and staff? It seems that the discussions are held among District management personnel and decisions are made at that level as well. The process appears to work for them.

Dialogue:

The program review process provides the framework for a robust dialog about institutional quality and improvement. There is college-wide participation in instructional and student services with many programs currently undergoing their second cycle of review. The program review process is being improved and provides reliable quantitative and qualitative program-level data to inform the dialog. The team found evidence of robust and systematic dialog among instructional and student services programs generated by the program review process.

Because much of the dialog is informal and unstructured, how this dialog drives the resource allocation process and results in institutional improvement was less evident. The team found a lack of evidence and continued confusion around these issues, particularly in relation to district-based processes. The team also found a common belief among program review participants that if there are no funds available, there is no need to plan. Links between the robust program review dialog and the achievement of college goals and priorities are not clearly defined.

Institutional Integrity:

In WHCC's self study report, it was documented that the college adheres to ethical standards. The Board of Trustees has adopted a code of conduct; the college has dealt with institutional responsibilities to the agencies with which it deals. Furthermore, it has responded to prior accreditation recommendations; although some issues are not completely addressed. Furthermore, the college has taken steps to plan, evaluate its programs, and keep its constituents informed. Based on the evidence and interviews conducted by the team, the college attends to the needs of its diverse communities through education and activities. West Hills College Coalinga demographics feature a considerable gap between enrollment among the different ethnic groups, particularly among Whites and Hispanics: 27% enrolled vs 20% in the population (Whites); 50% enrolled vs 71.8% in the service area (Hispanics). While this gap may exist, the college has not shown any initiative to address the difference, which could be accommodated through the different outreach programs and activities.

In its self study report, the college did not address Distance Education; however, in pertinent conversations with and college employees there are issues of appropriate placement of Distance or online education within the district and college infrastructure. There are serious issues of governance and proper oversight over faculty evaluation and program direction. The evolving e-Campus needs to incorporate governance as well as the planning mechanisms in place at the college.

Recommendations

The following four recommendations for the college and five joint district recommendations are made as a result of the March 8-10, 2011 team visit. The team further makes additional four recommendations to assist the college and District in meeting various standards based on the progress made in responding to Recommendation 5/Eligibility 17 - specifically 5.1, 5.3 and 5.5 - and Recommendation 6 from the 2005 team :

I. Four College Recommendations:

College Recommendation 1:

To improve institutional effectiveness, the team recommends that the college create an integrated planning system that formally articulates and documents the relationships between the results of program review, student learning outcomes evaluation, resource allocation and the achievement of college goals and priorities. The team further recommends that the integrated planning also includes systematic reviews of effectiveness to assure institutional improvement. In addition, the team recommends that the college specifically clarify roles, responsibilities and priorities of college and district functions in the integration of planning. (IB.2, IB.3, IB.4, IB.5, IB.6, IB.7, Eligibility Requirement #19)

College Recommendation 2:

In order to increase effectiveness, the team recommends that the college - as opposed to the District - take full responsibility for administering its instructional online program, including faculty hiring and evaluation. (IIA.2)

College Recommendation 3:

In order to meet Standards, the team recommends that the college develop a Facilities Master Plan. In order to promote sustainability of its physical resources, the team further recommends that the college clearly identify the total cost of ownership (Standard IIB.2.a, IIIB.2.b)

College Recommendation 4:

The team 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 team 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. (Standard IVA.1, IVA.2a, IVA.3, and IVA.5)

II. Five Joint District Recommendations

District Recommendations

District Recommendation 1:

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

District Recommendation 2:

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

District Recommendation 3:

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

District Recommendation 4:

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

District Recommendation 5:

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

III. Four 2011 Team Recommendations: based on the college's progress made in responding to Recommendation 5 – specifically 5.1, 5.3 and 5.5 - and Recommendation 6

from the 2005 team visit, the 2011 team adds the following district recommendations for West Hills College Coalinga:

District Recommendation 6 :

In order to fully meet Recommendation 5.1 from 2005, the team recommends that the District clarify and delineate, in both policy and practice, the roles and responsibilities of the chancellor and the college president in decision-making which directly affects college operations. The team further recommends the District fully explain the relationship between the District and the college as it relates to authority to operate. (Standard IV.B.3, IV.B.3.g, Eligibility Requirement #1)

District Recommendation 7 :

To meet Recommendation 5.3 from 2005, the team recommends the District develop and implement a clearly communicated process for regularly reviewing the appropriateness of the assignment of various functions and staff to the district office or to the college campuses. (Standard IV.B.3.a, IV.B.3.g)

District Recommendation 8 :

To meet Recommendation 5.5 from 2005 and be fully in compliance with this Standard, the team recommends that the district regularly evaluate the district strategic planning process. (Standard I.B.3, IV.B.3.g)

District Recommendation 9 :

To be in full compliance with the standards, the team recommends that a more elaborate answer with evidence be provided; that acknowledges the efforts the district staff and the college are making to keep everyone informed on many issues. The team further recommends that the District clearly stipulate how the Board of Trustees adheres to the conflict of interest policy. (Standard IV.B.3.f, Eligibility Requirement #3)

**ACCREDITATION EVALUATION REPORT
FOR
WEST HILLS COMMUNITY COALINGA**

**Comprehensive Evaluation Visit
March 8-10, 2011**

INTRODUCTION

West Hills College Coalinga (WHCC), including North District Center (NDC) in Firebaugh, is a member of the 112-college California community College system. Several transformations have occurred in the past 78 years as the college has transitioned from an extension center to an independent institution to one of two colleges in the West Hills Community College District (WHCCD).

In the spring of 1932, the establishment of a college for the Coalinga Union High School District was proposed. On October 3, 1932, the proposal led to the opening of the Coalinga Extension Center of Fresno State College. In September 1941, Coalinga Junior College became an independent institution under the direction of the governing board of the Coalinga Union High School District. In October 1944, construction of a new campus began on Cherry Lane near the northern limits of Coalinga, and in September 1956, the new buildings were occupied.

In November 1961, the voters of the Coalinga Union High School District approved the formation of a separate junior college district, and in June of 1962, the voters of the Lemoore High School District voted to annex to the college district. The following December, the voters of the Riverdale and Tranquility High School Districts also voted to join the new district. In July, 1964, Dos Palos High School District officially joined Coalinga Junior College. Effective July 1, 1969, the official name of the college was changed to West Hills Community College in keeping with the expanded nature of the district.

In 1971, to more effectively serve the district, North District Center (NDC) was built in the City of Firebaugh on property leased from the local high school district. In 1983, Dos Palos High School District withdrew from WHCCD. In 1996, the West Hills Community College Foundation purchased a building in Firebaugh that it leased to the college to house NDC. The building includes classrooms, a computer lab, offices, a small library, and study spaces for students. On September 4, 2009 the transfer of title of the North District Center property to the district from the foundation, via sale of real property, was recorded.

During the 2009/10 academic year, West Hills College Coalinga (WHCC), including the students on its main campus, at the North District Center, Firebaugh (NDC), and students enrolled in online classes, totaled 5,078 unduplicated students.

The most recent West Hills College Coalinga accreditation self study process was initiated in fall, 2008 and completed in fall 2010 with broad participation by the campus community as indicated by the lists of faculty, staff, and administrator names contained in the self study. The list of evidence/documentation at the end of the self study report for each standard was helpful to the team.

The team interviewed administrators, the faculty Senate President, a number of faculty members, and some classified staff. Through two open forums, the team was also able to have a discussion with a wider assembly of college employees. The team noted that the college did a reasonable job in providing and organizing supporting documentation that showed evidence of claims made in the self study report.

The team found that the faculty and administration continued to view the new two-college WHCCD system governance structure with some confusion. The team noted that the college expressed the desire to have a better understanding and clearer delineation of the functions and responsibilities of the District office and the college.

Commendations

To acknowledge the good work that West Hills College Coalinga has done, the team makes the following specific commendations:

1. The team commends the college for its commitment to community involvement. During these times of limited resources, the College exceeds expectations in addressing student learning and community needs. Special recognition goes to the College Assistance Migrant Program (CAMP) and the support services that are offered at the North District Center (NDC) at Firebaugh; the planned partnership between NDC and the public library that provides a unique and potentially powerful partnership with the local community; the Farm of the Future that provides students with unique educational opportunities in sustainable agriculture; and the Child Development Centers that provide childcare, promote educational opportunities for students, and encourage staff to further their education.
2. The team commends the college for having secured funding to continue to provide opportunities to students, community, and staff despite the dire fiscal climate in California community colleges. Examples include the Employee Scholars Program, flex and duty days dedicated to the exploration of student learning, the Mini-Grant program, and funding of WHCC participation in conferences.
3. The team commends the college's efforts toward improving governance structure and for engaging broad sections of the institution to be involved in making positive changes.

Team Evaluation of Institutional Responses to 2005 Recommendations

The college was left with six recommendations by the team that visited in March, 2005. The self study report does address how each recommendation was given specific attention. The 2011 visiting team carefully reviewed the recommendations from the previous team. Overall the team was pleased with the progress made. The quality of the college's responses demonstrates a timely follow-up and appropriate communication with ACCJC regarding the previous team's recommendations. However, to assist the college and District in fully meeting various standards based on the progress made in responding to Recommendation 5/Eligibility 17 - specifically 5.1, 5.3 and 5.5 - and Recommendation 6 from the 2005 team, the 2011 team further makes four recommendations:

The self study reported on prior recommendations from 2005 included the following:

Recommendation #1

It is recommended that, in order to complement the college's current qualitative planning measures, it identify appropriate measurable institutional performance indicators, establish a regular process for assessing the college performance, and use the outcomes of that assessment as the basis for campus dialogue as to how to better serve the college's students (Standards IB.2 and IB.3).

The college uses key performance indicators established for the district strategic plan to inform campus dialog on institutional improvement. The college's educational master plan aligns with the district strategic plan. The district regularly distributes these indicators in a variety of forms, including institutional documents and governance-specific reports. These reports provide college governance committees with the opportunity to discuss institutional goals. Quantitative data drive a robust dialog in the program review process. There is evidence that this dialog is ongoing, involves appropriate constituents and leads to college-wide awareness and data-driven discussion of institutional performance.

The college has met this recommendation.

Recommendation #2

The team recommends that the college identify those academic programs that it is no longer offering due to a lack of resources, and either develop the resources needed to provide the programs or remove them from the college catalog and other college sources of information provided to potential students (Standard IIA.1)

Based on the Commission's Progress Visit Report, dated March 29, 2006, the college had fulfilled the requirements of this recommendation through the inactivation of courses and programs no longer offered. In addition, the College appears to have cleaned up its catalog by removing 83 courses, and appears committed to continuing periodic review.

The college has met this recommendation.

Recommendation # 3 /Eligibility Requirement # 20

The team recommends that the college complete an assessment of the accessibility of its online services – especially initial application to the college and availability of the college catalog and schedule of classes – in view of the varying levels of computer literacy and availability of computer resources within the service communities of the college. (Standard IIB.3.e)

Through a collegial consensus process involving faculty, staff and administration, a survey instrument was created to identify perceived accessibility problems. As a result, in 2005 WHCC reintroduced a print version of the college catalog. The WHCC 2005-06 catalog was available online or in print. In 2007, the college moved to a two year catalog supplemented with an addendum published for the second year which provides students access to the latest program and course developments. The class schedule is primarily available online. A limited number of print copies are available in student services; additional copies are available upon request.

The college has met this recommendation.

Recommendation# 4

The team recommends that, within its Educational Master Plan, the college develop a strategic plan for student support services which includes an assessment of student needs, the development of appropriate student learning outcomes, and a defined process for evaluating student and program outcomes. (Standard IIB.4)

Since the last Self Study, the college has incorporated multiple assessment processes. It participated in the Community College Survey of Student Engagement (CCSSE) in 2007. Reportedly, many of the CCSSE measures have been incorporated into the college performance indicators and are now reviewed through the council process on an annual basis. The college engaged in the CCSSE in the spring of 2008 as the second cycle of assessment of student engagement and is scheduled to survey students again in the spring of 2011. The results of these measures are reviewed critically by the College Planning Council and Student Services Council for student support service indicators or Instructional Services Council for student learning indicators. The appropriate council reportedly develops a plan of action to address any area where the college performs below the established benchmark.

WHCC's educational master plan, developed in 2008 and reviewed annually, contains the strategic plans for student services as well as instructional programs. The plan recommended that student services expand its online student services. The college undertook an audit of online student services that same year. The audit was conducted by an outside company of experts and the results used as a framework for developing a new distance learning strategic plan. As an outcome of the audit findings, a helpdesk advisor position was created to provide additional support to students prior to the start of each term and through the first few weeks of instruction. The helpdesk advisors assist students regardless of location or mode of delivery.

The online student services audit evaluated student services online in the areas of admissions, registration, financial aid, orientation, career services, academic advising, assessment and testing, disability services, library, and tutoring. Each content area was reviewed with measures in seven to ten critical components in each service. The final report includes findings and recommendations for improving online student services to students.

In terms of student learning outcomes, each department or program has developed student learning outcomes or program outcomes. Most of the departments/programs have completed at least one cycle of assessment. In the 2009 –10 academic year, the Program Review template was changed to include student learning outcomes. The most recent Program Reviews show this inclusion.

The college has met this recommendation.

Recommendation 5/Eligibility Requirement 17

The team recommends that the Board of Trustees and the chancellor, in consultation with the leadership of the college campuses, develop a transparent process for resolving some of the remaining significant issues raised by the decision to become a multi-college district; namely;

5.1 –

The clarification and delineation, in both policy and practice, of the roles and responsibilities of the chancellor and the college president in decision-making which directly affects college operations (Standard IVB.3 and IVB.3.g).

Policy 2431 (Delineation of Authority to District Chancellor and College President) was created in Nov 2007 and subsequently reviewed in 2006 and 2007, which is reflected in the response. However, there is no development of a delineation of functional maps for all district functions/services presented in the Self Study or evidence provided.

The college has partially met this recommendation. See District Recommendation 6.

5.2 –

The development and implementation of an appropriate and clearly communicated process for allocating faculty and staff positions between the college campuses (Standard IIIA.2, Standard IVB.3.c).

Administrative Procedure 6225 (Resource Allocation) was originally approved on 11/5/05 and since revised on 5/15/07, 1/19/10. This recommendation is met. However, the team cannot find evidence to substantiate the statement that the Administrative Procedure 6225 (Resource Allocation) was reviewed annually as it is stated in the review procedure as compared to the Policy and Review Schedule of 2007-8, 2008-9, 2009-10. This information must be provided in the next report to the Commission.

5.3 –

The development and implementation of a clearly communicated process for regularly reviewing the appropriateness of the assignment of various functions and staff to the district office or to the college campuses (Standard IV.B.3.a and IV.B.3.g)

WHCC Self Study states: “West Hills Community College District implemented a program review process for district functions. The review provides evaluation of the department’s purpose and services through supporting data, assesses institutional support, and specifies the communication process for the review results. The process provides a method for evaluating the continuous improvement in service to the colleges as well as assignment of function to the district or college level.

The chancellor implemented the process and established a department schedule for review. A comprehensive and thorough non-instructional department program review evaluates the department’s purpose and services, requires supporting data, assesses institutional support, and specifies the communication process for the review results.

To date the following district level operations have completed their first cycle of program review; financial aid, learning resources, information technology services, and the child development centers. The chancellor has determined, and the Board of Trustees approved, a three-year cycle for non-instructional program review at the district level.”

Through review of evidence and interviews, some of the district offices have not completed their program reviews as stated and it does not appear that this recommendation was addressed until recently.

This recommendation has not been fully met. See District Recommendation 7

5.4 –

The development and implementation of an appropriate and clearly communicated process for distributing fiscal resources among the college campuses and the district office (Standard IV.B.3.c).

As stated in the Self Study “Administrative Procedure (AP) 6225, Resource Allocation Model, was initially approved by the Board of Trustees on November 15, 2005. As part of West Hills Community College District’s revision process, the policy was reviewed by the Board of Trustees on January 19, 2010 where the board voted to revise the policy. “AP 6225 was revised in Jan. 19, 2010 to include a Routing Form to provide all the constituency’s comments. The team requested a copy of the routing form during the visit and it was provided. College President holds Forum Presentations on a regular basis which include budget discussion.

The college has met this recommendation.

5.5 –

The development and implementation of a formal and regularly evaluated district strategic planning process that both acknowledges input from the college campuses

and serves as a guide for the strategic planning at the college level (Standard I.B.3, IV.B.3.g).

This recommendation was addressed very soon after the last visit. "There is now a formal District Strategic Planning process in place that addresses this recommendation. The process is guided by Board Policy 3250, District Strategic Planning and the corresponding Administrative Procedure." Both the policy and procedure were first approved in 12/6/05 and revised by the Board of Trustees on June 26, 2007. This serves as a guide to the Educational Master Plan (2009), and contains a Student Services Strategic Plan. However, the recommendation also asks for a "regularly evaluated strategic planning process ...". Neither the evidence available nor the interview with district staff confirm that these concerns were addressed from the previous recommendations. In order to meet previous recommendations and to be fully in compliance with Standards I.B.3 and IV.B.3.g, the team recommends that the district "regularly evaluate the district strategic planning process." The quality of the responses connected to Standard IV in general seems to be broad.

The college has not met this recommendation. See District Recommendation 8.

Recommendation # 6

The team recommends that the Board of Trustees, the chancellor, and the college president work together to address the concern, identified in the self study and validated through the numerous team interviews, that a significant portion of the campus community is unclear regarding the reasoning behind decisions made by the Board and Chancellor's Cabinet that affect programming, staffing, and resources at the college level. Participation by each of the three parties in an appropriate training program may prove beneficial. (Standard IV.B.3.f)

While the college and the district seem to want the college to understand the reasoning behind board and district actions, they do not offer a succinct way to address the issue and the use of open forums and newsletters are not described in enough detail to address the concern raised by the previous team. It remains of interest to judge the extent to which constituents grasp the meaning and the reasoning behind the changes in relationship to Recommendation 6. The agenda of the board seems to not provide necessary details for information on items listed. [See Board Agenda March 8, 2011] This agenda, for example, listed action items and information item without delineating where one starts and one stops.

The college has not met this recommendation. See District Recommendation 9.

Eligibility Requirements

1. AUTHORITY

The college partially meets this requirement. The self-study detailed the different sites as well as the historical detail of the establishment of the district in 2006. It also addressed the

last accreditation of the institution as well as its relationship with the accrediting agency. However, although the college provided some documentation to show how it is referred to on the websites of the California Community College and ACCJC, there was no evidence cited in the self-study. In addition, the website listing does not fully explain the relationship as it relates to authority to operate. The team suggests these issues be addressed.

2. MISSION

The college meets this requirement. The team confirmed that West Hills College Coalinga College's Mission Statement is appropriately defined. The current mission statement is the result of a recent, inclusive process of revision and approval by the College Planning Council, culminating in its approval by the board. The statement has been assessed for its appropriateness by a large sample of the college community and published in all the college's key documents. The mission statement specifically focuses on student learning and defines the students served by the college.

3. GOVERNING BOARD

The college partially meets this requirement as the issues of conflict of interest were not completely addressed. The explanation alludes to the board policies; however, it was not clear how the board adheres to the policy and how members ensure that they have no conflict of interest in their role as trustees for the institution. Eligibility Requirement clearly states "those interests are disclosed and that they do not interfere with the impartiality of governing body members ..." The presence of the policy alone does not substitute for the assurance that members follow the policy. The team suggests the college and district clearly state how they fully adhere to this policy.

4. CHIEF EXECUTIVE OFFICER

The college meets this requirement. The college has a full-time Chief Executive Officer whose responsibility is to lead the college. The self-study documents his involvement at the college and the community.

5. ADMINISTRATIVE CAPACITY

The college meets this requirement. While the administrative structure of the institution seems to be flat, it has in place the faculty, the staff and the administrators to carry out the responsibilities of the college. This staffing is supplemented by district level staff members who are involved with the college.

6. OPERATING STATUS

The college meets this requirement. The college has been operational for more than 40 years. It prepares students for transfer to public and private 4-year colleges, and it prepares students for employment through its occupational programs.

7. DEGREES

The college meets this requirement. A substantial portion of the college's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. Documentation and other sources of evidence indicate that this eligibility requirement is met.

8. EDUCATIONAL PROGRAMS

The college meets this requirement. The college offers Associate Degrees and Certificates congruent with its mission and that are of sufficient content and length. Complete descriptions of Associate Degrees and Certificates are readily available in the college's Catalog. The Schedule of Classes is available in both print and Web-based forms. The college Catalog clearly describes degree and certificate requirements, including units needed, course description, and, where appropriate, transfer requirements.

9. ACADEMIC CREDIT

The college meets this requirement. The college awards academic credit based on generally accepted practices for institutions of higher education. The college uses the California Education Code to define a semester unit as "one lecture hour of class plus two hours of study per week per semester" or "three hours of work in a laboratory or in comparable experience under classroom supervision." This information is published in the college catalog.

10. STUDENT LEARNING AND ACHIEVEMENT

The college partially meets the requirement. While the catalog provides descriptions of the general content for each discipline, the Eligibility Requirements for Accreditation ask for "expected student learning and achievement outcomes" for each program to be published in college publications. The college is certainly capable of meeting this requirement, since course-level student learning outcomes have been identified and assessed, and program-level learning outcomes will be a part of program assessment starting in April 2011. The college intends to include program-level outcomes in the 2011-2013 catalog. This problem fits a pattern in which the college is assessing its activities, but accompanying evaluation activities and resultant improvement in student outcomes are sometimes isolated or not systematically documented. "Closing the loop" on measurable learning outcomes is the challenge the college faces.

11. GENERAL EDUCATION

The college meets this requirement. The college catalog specifies in detail General Education requirements for degree programs. The description of General Education requirements demonstrates that a minimum of 18 semester units, a substantial component, is necessary for completion of associate degrees. Detailed course descriptions for identified General Education classes are also provided in the Schedule of Classes. The Schedule of Classes further differentiates the content category that a General Education class would fall into: Language and Rationality, Natural Sciences, Humanities, Social Science, and Local

District Requirements. The categories identified include courses that demonstrate competence in writing, computational skills, and an introduction to a major area of knowledge. In addition, Course Outlines of Record are available for review. The Schedule of Classes and Course Outlines of Record are available in both printed and Web-based forms.

12. ACADEMIC FREEDOM

The college meets this requirement. Evidence offered in support of Eligibility Requirement 12 is a routing form showing that Academic Freedom Policy 4030 is in the process of replacing an older version passed by the Board of Trustees in 1998. The form shows that the revised policy has undergone scrutiny by the Academic Senates and faculty association of WHCC and Lemoore. It will be an action item at the April 2011 Board of Trustees meeting.

13. FACULTY

The college meets this requirement. Evidence submitted in support of Eligibility Requirement 13 includes: 1) a copy of the catalog pages showing a list of faculty and administrators with their degrees listed; 2) Board Policy 7215 passed in 2001 that delineates the responsibilities of teaching faculty, counselors, and librarians; and 3) the most recent Section Availability Report of open and closed sections. The number of full time faculty employed in the district exceeds the Faculty Obligation Number.

14. STUDENT SERVICES

The college meets this requirement. The college provides comprehensive student services at both the main campus and the Center in Firebaugh. Students are appropriately supported in their academic and personal development.

15. ADMISSIONS

The college meets this requirement. The college follows Title 5 regulations regarding admissions. The process and policies are published in the college catalog and are available on the college website. Multiple college publications also explain the admissions process.

16. INFORMATION AND LEARNING RECOURCES

The college meets this requirement. The team confirmed that West Hills College Coalinga completed renovation of the library in 2005 and has hired a full-time librarian. The college has developed support for information and learning resources through creative, grant-driven funding. The college maintains the appropriate licenses to support the online and distance education teaching activity.

17. FINANCIAL RECOURCES:

The college meets this requirement. Annual external audits demonstrate that the college has an adequate funding base and financial resources. Standing college councils plan and evaluate the available financial resources to support student learning programs and services. Efforts to secure additional grant and bond funding have allowed the College to remain fiscally stable.

18. FINANCIAL ACCOUNTABILITY

The college meets this requirement. The college has had annual external audits performed by a certified public accountant. They have submitted the past two fiscal year audits with the most recent being June 30, 2010. The past audits are certified with no material findings or misstatements. The college did not have a cumulative operating deficit at any time during the past six years.

19. INSTITUTIONAL PLANNING AND EVALUATION

The college substantially meets this requirement. Significant planning activity has occurred at the college and district levels. An extensive college educational master planning process, coupled with a district strategic planning process, have established clear goals for the college. Regular and wide publication and discussion of key performance indicators provide evidence of the college's effort to systematically evaluate its institutional goals. However, there was no evidence of a completed Facilities Master Plan or Student Services Plan.

20. PUBLIC INFORMATION

The college meets this requirement. The college publishes and distributes a catalog that includes information about the college, requirements, policies affecting students, and the locations where other policies may be found. The college also has this information available online. The information is reviewed regularly for accuracy and updated as needed.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The college meets this requirement. The college cooperates well with the Commission. The college submits midterm reports and self-study in a timely manner. The team that visited the college found faculty, staff, students and administrators cooperative and supported the team to perform its assessment of the institution.

Reports of the four standards and related recommendations are as follows:

STANDARD I

INSTITUTIONAL MISSION AND EFFECTIVENESS

A. Mission

General Comments:

The college has worked extensively to evaluate and revise its institutional mission statement, and though the latest change in the actual wording of the mission statement is small, it is significant. In its first sentence, the previous mission statement emphasized the allocation of resources: "To commit college-wide staff and resources to the student learning process." The revised statement is centered on student learning: "West Hills College Coalinga is committed to achieving student learning through the provision of educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve." The revision appears to result from both an institutional awareness of student learning as an outcome and conscientious assessment of the college's mission statement in relation to its student population and its institutional goals.

Findings and Evidence:

The college has evaluated its mission statement and made refinements - even though the college community appears to have been satisfied with the previous mission statement. (Standard I.A.1)

The February, 2010 "Review of WHCC Mission Statement, Vision Statement, and Goals" had 53 respondents and asked respondents to "provide an example of two of how programs, services, and/or activities support the mission statement." Respondents were asked if the mission statement "accurately reflects the college's purposes and defines the population that is meant to be served"; 86% responded either "agree" or "strongly agree." Also, in the February 2010 survey, when respondents were asked to give examples of "outcomes that demonstrate progress toward achieving the [college] goals," the most frequent response cited "implementation of SLOs." Fully 100% of respondents felt that "the college's goals are measurable and support the college's mission." It may seem obvious, but it is important that the college's goals are connected to the mission statement. The revised 2010 mission statement appeared without its first clause ("...committed to achieving student learning through...") and was approved in an April 27, 2010 meeting of College Planning Council, which also established a review cycle of five years for the mission statement, vision statement, and college goals. A new survey on the mission statement was conducted in May 2010; the new statement was approved by the board in August 2010. The May survey sampled 133 classified staff, faculty, and administrators, from both WHCC and the North District Center. Respondents felt that the new mission statement "clearly states and reflects the goals and objectives of the college" (averaging 4.39 on a scale of 5) and felt the mission statement "is easily located both in print and on the college's web site." (Standard I.A.2)

The Self Study promises that the new mission statement will be on "all meeting agendas, meeting minutes, reports, and publications," and many - but not all - recent meeting agendas and minutes display it. The statement is prominent on the Facilities Development Council Handbook, the Student Services Council Handbook, and all agendas and minutes of the College Planning Council. While the mission statement itself does not appear on the

college's Budget Development Procedure document, the stated "principles and values" of budget development claim the process "will link to, as well as preserve and enhance the institutional mission, purposes, and values." The college's Educational Master Plan also integrates the mission statement (the older version, as the plan dates from 2009). (Standard I.A.3, I.A.4)

New programs developed by the college are consistent with its mission and based on demographic research on the college district. The High School Equivalency Program (HEP) is targeted to agricultural workers displaced by local water shortages; the Psychiatric Technician Program prepares students for work in various mental health areas, and also for a major local employer. (Standard I.A.4)

Conclusions:

A carefully crafted mission statement will be specific enough to stay relevant in guiding planning, and WHCC's statement reflects clear choices of priorities and values. If the college continues its conscientious pattern of self-reflection and assessment about mission, staying with its five-year cycle of revision, the mission statement will stay central to the life of the institution. The College meets Standard I.A.

Recommendations:

None

B. Improving Institutional Effectiveness

General Comments:

The self-study describes the many processes and dialogs that the college has established to address institutional effectiveness. Less clear from the self-study were the operational and program-level activities that the college has developed to address institutional effectiveness. However, the discovery process during the site visit identified many operational and program-level activities that are occurring. In many instances transparency (i.e., college-wide access to information) can be improved. The discovery of this additional evidence, much of it provided just before the site visit or only upon request, verified a lack of evidence provided by the self-study and college's preparation for the site visit.

Many documents, from the college's educational master plan, the district's strategic plan, the various committee handbooks, completed program reviews, committee minutes, and reports provide evidence of the college's efforts to improve institutional effectiveness. The district planning process, the college's educational master planning process and the district research and planning operation are evidence of the institution's commitment to planning and the college can be commended for this commitment. However, the institutional planning process lacks a formal evaluation process, as recommendations from Standard IV will identify.

Coupled with the strategic and educational master plan are key performance indicators that are regularly and widely published. Evidence indicates that the shared governance process discusses these indicators and has processes to assure participation of appropriate constituents. Program review processes for instructional, student services and district office programs have wide participation and many are in a second cycle of evaluation. The processes of review and implementation of program review results are occurring but are still informal or undocumented. Nevertheless, college instructional and student services programs have engaged in a robust discussion as a result of program review.

How program review results and educational master plan strategies are used to systematically improve student learning is not well documented. There is evidence that improvement in student learning is occurring and that program review and planning are at least partly responsible for these improvements. Because much of the dialog is informal or unstructured, how these results are documented, shared, and replicated is not always clearly evident or easily accessible. And how these efforts are linked to the achievement of the strategic plan also needs clarification. Part of this is the result of the still evolving organizational structure of a maturing multi-college district and the need to clarify, document and communicate organizational roles and responsibilities.

The links between planning, program review and resource allocation also need further definition and clarification. The budget request process requires alignments with college plans but how other resource allocations use planning or program review results to drive decision making needs further documentation to create a systematic effort to link planning, program review and resource allocation.

Findings and Evidence:

The self-study identifies a governance structure that includes representation of all college constituents. Evidence verifies that this revised governance structure is documented, roles have been identified, and a process for college-wide dialog about the institutional mission and educational master plan has been engaged. Key performance indicators for district strategic goals are used by the college and widely discussed in the governance structure. Program review processes for instructional and student services programs have been established, reviewed and revised, and have college-wide participation. District office program review appears to be functioning, though nature of college and district relationships with regards to program review results is not well articulated or documented. Student learning outcomes are included in the revised program review processes for all college programs, and the college has systems in place to manage the student learning outcomes evaluation process. (Standard I.B.1)

The college relies on the district strategic plan to articulate institutional goals and performance indicators. The college's educational master plan (EMP), which functions as the college's de facto strategic plan, articulates key findings and strategies for implementing the district and college strategic goals. The EMP describes a master plan framework that identifies the relationship between the EMP and other college plans. Evidence of these other college plans was informal or inconsistent and some were never presented to the team. The college understands the need for and has articulated goals that

guide college-level planning and that relate directly to the district and college mission and vision. The college has identified quantitative performance indicators that are reported regularly to the governance structure; the governance structure discusses these reports and records the “achievement” of goals through the interpretation of the indicator results. These college-level measures are discussed in appropriate committees which then report to the college through the governance structure. The institution is clearly committed to these goals as evidenced by the volume of dialog, activity and participation around these goals. The team found that these measures need further articulation at the course and program level. The team also found the need to clarify programs participation in institutional goal achievement and the role of various district functions in college operational and planning activities. (Standard I.B.2)

The district strategic and master plan are key performance indicators that are regularly and widely published. Evidence indicates that the shared governance process discusses the indicators and has processes to extend these discussions to the appropriate constituents. Revised program review processes for instructional and student services program have wide participation, and many are in a second cycle of evaluation. District office program reviews are also conducted. The processes of review and implementation of program review results is occurring and growing more formalized. (Standard I.B.3)

How program review results and educational master plan strategies are used to systematically improve student learning is not well documented, and how these processes are linked needs further clarification. There is evidence that improvement in student learning is occurring and that program review and planning are generating a robust dialog about student learning. Because much of the dialog is informal and unstructured, the documentation, sharing and replication of these efforts is not clearly evident or easily accessible. New systems to track college planning activities promise to help, but there is no evidence to determine their current effectiveness. (Standard I.B.3, I.B.4, I.B.5)

Linking these efforts to the achievement of the strategic plan and resource allocation also needs clarification. Part of this is the result of the still evolving organizational structure of a maturing multi-college district and the need to clarify organizational roles and responsibilities as well as to communicate those roles and responsibilities. The college has recently revised its governance structure, and this structure guarantees involvement of all constituent groups in the planning process. These recent revisions are examples of improvements in institutional effectiveness. There is evidence that the recently revised budget process provides the “opportunity for all constituencies to make budget allocation requests.” The college’s recent grant activities are commendable for generating needed resources, but the relationship to institutional priorities is not clear or documented. (Standard I.B.4)

The college has identified key performance indicators to measure the attainment of the major educational master plan goals, publishes these indicators regularly and distributes them widely. The college governance structure, specifically the Instructional Services Committee, provides evaluation of these indicators and where appropriate makes recommendations for improving the measure. The college further documents program level assessment through the well-established program review process. Student learning

outcomes are being assessed, discussed and documented for instructional and student services programs. How these results are used to close the loop for institutional improvement is not clear. (Standard I.B.5)

The college has a history of reviewing and modifying its planning and resource allocations processes, and there is evidence of these activities. SLOs have been added to the program review process; cycles and processes have been modified through formative evaluations. Given the limited number of faculty and staff available, these processes are typically informal, unstructured with limited or no documentation. The team found evidence that the planning and resource allocation processes are not well understood or communicated. (Standard I.B.6)

The program review process is the primary vehicle for assessing programs. It is systematic, well established and practiced, with participation of instructional and student support services. The process has undergone recent revision and includes sections on student learning outcomes. Because much of the planning and budgeting process is informal and unstructured, there was no evidence of the systematic review of planning, program review, SLO evaluation, or resource allocation effectiveness. This is further complicated by evolving district roles, responsibilities and priorities. (Standard I.B.7)

Conclusions:

The college has demonstrated its commitment to establishing and operating an institutional planning and program review process that is inclusive and invites the participation of all constituencies. The program review process provides the college with a framework for the systematic evaluation of program level activities. The team, through interviews and documents, verified the robust, college-wide dialog occurring among instructional and student services programs as a result of the program review process. There is evidence that this dialog is identifying improvements in program effectiveness. Reliable quantitative and qualitative data, effective research services and new, online SLO management systems are available to the college and a culture of evidence has been established. The essential mechanisms for improvements in student achievement and learning are in place. This Standard has been largely met.

College Recommendation 1:

To improve institutional effectiveness, the team recommends that the college create an integrated planning system that formally articulates and documents the relationships between the results of program review, student learning outcomes evaluation, resource allocation and the achievement of college goals and priorities. The team further recommends that the integrated planning also includes systematic reviews of effectiveness to assure institutional improvement. In addition, the team recommends that the college specifically clarify roles, responsibilities and priorities of college and district functions in the integration of planning. (I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, Eligibility Requirement #19)

STANDARD II

STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs

General Comments:

The college offers instructional programs and services consistent with its mission. Faculty members are appropriately involved in all levels of curriculum development and delivery. The introduction, development, implementation, and assessment of student learning outcomes has been a process involving the entire instructional segment of the college, and the results appear to be of high quality. Instructional services meet high standards in all modes of delivery and at all locations. Programs are evaluated regularly through well-designed processes and are designed to meet specific student and community needs. Overall, information on programs is accurate and widely available to the campus community. General education is clearly defined and appropriately incorporated in degree programs.

However, in the development of the district's "E Campus," the district has assumed the primary role of hiring and evaluating adjunct faculty to teach online courses, and bypassed the budget development process. This decision and practice is problematic and should be reviewed with full participation by the appropriate college management and faculty in disciplines taught through this modality.

Findings and Evidence:

The institution addresses this standard through its Program Review process, which is administered through the Instructional Service and Student Services Councils. After review and discussion, the College Planning Council forwards its input and recommendations for resource allocation to the college president who makes the final decision to fund. Through the council structure, the program review process is driven by instructional and student services faculty, and campus classified staff in collaboration with college management and district staff. The team confirmed that the college has developed a Program Review timeline. The program review process includes assessment of SLOs at the course and program levels, a standard set of data, and robust dialogue through the council structure. Beginning in April 2011, all program review will include the assessment of program-level student learning outcomes. Though not all programs are scheduled for review by the Commission's 2012 deadline for full implementation of student learning outcome assessment, all WHCC SLOs will have been assessed at the course level by that time. (Standard II.A.1.c, II.A.2.a, II.A.4)

The college has demonstrated strong awareness of the specific needs of the community it serves, and one facet of this is the development of new programs that address local economic conditions and opportunities. The Program Review process resulted in the development of new programs in psychiatric technician and in the agricultural industry to meet identified needs in the community and through Career Technical Education advisory committees. Evidence from the Program Review process showed the state proficiency exam pass rate for the college's nurse assistant

program continued to be near 100%. Similarly, the 2008 – 2009 state pass rates for the licensure test for the college's psychiatric technician program was 96.43%. Additionally, the program review process resulted in the discontinuance of equine science and automotive and diesel technology programs. (Standard II.A.1.a, II.A.5)

Research provided by the Office of the Vice Chancellor of Institutional Effectiveness and Enrollment Management showed a correlation between a student's probability of transfer and graduation and completion of a student educational plan (SEP). This resulted in a college effort to increase the number of SEP's at Coalinga campus and Firebaugh Center. (Standard II.A.1.a)

The institution utilizes a variety of instructional methods and delivery systems to increase student learning and meet instructional objectives and course SLOs. The college's Chief Instructional Officer worked collaboratively with faculty and the Associate Vice Chancellor of Educational Planning to expand their Distance Education course offerings. Faculty training in Blackboard course management system is facilitated through the Associate Vice Chancellor's Office in cooperation with college and district staff. In addition to Distance Education, the college has incorporated video conferencing between the Firebaugh Center and the main campus. Faculty utilizing this delivery system rotate their face-to-face classroom between the two locations. (Standard II.A.1.b, II.A.2.d)

Due to the growth of the Distance Education program, the college now offers seven degrees which may be obtained in a fully online modality as well as traditional classroom delivery in Administration of Justice Law Enforcement or Correctional Science, Psychology, Sociology, Liberal Arts – Math and Science, Liberal Arts – Arts and Humanities, Liberal Arts – Social and Behavioral Science. The Curriculum Committee collaborates with the Associate Vice Chancellor of Educational Planning to determine best practices for the delivery of Distance Education courses. Establishment of the MyWestHills portal has allowed the college to house and post all student and faculty information within a single website. In total, the college offers twenty instructional programs leading to an associate of arts degree, eight programs leading to an associate of science degree, and eight programs leading to a certificate. Each of these degree programs includes focused study in at least one area of inquiry or in an established interdisciplinary core. (Standard II.A.4)

An area of concern is the district's E Campus initiative. Adjunct faculty who teach in this delivery mode are hired and evaluated by the district office, instead of being evaluated by discipline faculty and direct supervisors at the college. This difference in practices between campus and district presents issues about consistency and appropriate evaluation by personnel with necessary subject-area expertise and whether instructional programs are a college-level function or a district-level function. (Standard II.A.1.b)

Since the last accreditation visit, the college has committed resources to the development of meaningful student learning outcomes at the course, program, and institutional level. The SLO Committee is the group responsible to fully implement SLO development, assessment, and evaluation of assessment results. This group is also responsible to implement the program level SLO mapping and development. The chair of this committee is given 20% release time from teaching duties. In fall of 2007, SLOs for all courses were developed as well as assessment rubrics and tools. The college is currently mapping course SLOs to develop program SLOs. The

college's SLO Committee, which is a subcommittee of the Academic Senate, is responsible for review and completeness of course and program SLOs and their assessment. The current cycle is three years, with the exception of CTE SLOs which are assessed every two years. (Standard IIA.1.a, IIA.1.c, IIA.2.b, IIA.2.f, IIA.6.c)

The team confirmed that all courses and programs are reviewed regularly—for relevance, appropriateness, currency, future needs, and to ensure high quality, breadth, depth, rigor, sequencing, and time to completion for programs—through the curriculum review and program review processes, and new courses are developed to ensure articulation and consistency for students who intend to transfer. Course outlines, syllabi, and catalog descriptions clearly articulate required course content and faculty performance is regularly evaluated by administrators and peers, to ensure quality instruction. (Standard II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.c, II.A.2.e)

The college does not use departmental or program examinations. (Standard IIA.2.g)

The college awards academic credit based on generally accepted practices for institutions of higher education. The college uses the California Education Code to define a semester unit as “one lecture hour of class plus two hours of study per week per semester” or “three hours of work in a laboratory or in comparable experience under classroom supervision.” This information is published in the college catalog. (Standard II.A.2.h)

Course outlines of record specify both course objectives and content, and the college's course syllabi now feature the SLOs for each course. (Standard II.A.2.i)

The team confirmed that both college-wide core competencies and general education program-level SLOs have been identified; faculty have an opportunity to submit approved course outlines through the curriculum and general education committee for possible inclusion in the general education associate degree requirements; and the college catalog states the general education philosophy and the courses required for the AA degree. The catalog does not yet state the program-level outcomes for degree programs and certificates. Interviews with personnel confirmed that college activities such as cultural events, blood drives, and food bank collections serve to develop recognition of what it means to be an ethical human being, an effective citizen, and an individual who appreciates and promotes diversity - supporting general education program outcomes. (Standard II.A.3, II.A.3.a, II.A.3.b, II.A.3.c, II.A.4, II.A.6)

Faculty retain primary responsibility for the approval and administration of courses and programs through the Curriculum and General Education Committee; lead all levels of planning, implementing, evaluating, and improving instructional courses and programs; and measure course and program effectiveness through ongoing assessment. Dialogue on SLO assessment results occurs on assessment day each semester as faculty review and share assessment results and improvements. The Instructional Services Council, Basic Skills Initiative Committee, SLO Committee, and College Planning Council also dialogue on assessment results, program review, and college performance indicators as a part of their normal operations. (Standard II.A.1.c, II.A.2.a, II.A.2.b)

WHCC presents itself accurately and consistently to the community and prospective students through catalogs (print and online) and its website. The two-year catalog is reviewed and updated annually, an addendum is added at the end of the fall semester, and a “Comprehensive SLO Assessment Report” for each course as it completes assessment is posted for public access on the website at the end of each semester. SLOs illustrate specific objectives students must achieve before earning credit and are reflected in course syllabi and on the college portal site and the curriculum and general education committee requires that all courses include multiple measures of assessment in addition to stated learning outcomes as a measure of student achievement in granting credit for courses. (Standard II.A.6. c, II.A.7, II.A.7.b)

The college catalog also includes clear policies on academic freedom—including an extensive definition of the concept—and student rights and responsibilities, including policy on student academic honesty. As a public institution, WHCC does not attempt to instill specific beliefs or world views. (Standard II.A.7.a, II.A.7.b, II.A.7.c)

The college offers no curricula in foreign locations. (Standard II.A.8)

Conclusions:

The instructional programs at WHCC are of high quality and are supported effectively. Processes are in place for the effective use of student learning outcomes, and while not all programs have been evaluated using the new outcomes and not all will meet the commission’s 2012 deadline, the team is confident that the established timelines for completion are realistic. At the course level, WHCC has achieved proficiency in student learning outcomes; Program review has moved beyond the development stage and is proficient in most respects. The college represents itself accurately to its constituencies. While the college is assessing its course and program SLOs, the information must be published to fully meet Eligibility Requirement #10. The College largely meets Standard II.A.

College Recommendation 2:

In order to increase effectiveness, the team recommends that the college - as opposed to the District - take full responsibility for administering its instructional online program, including faculty hiring and evaluation. (II.A.2)

B. Student Support Services

General Comments:

The Self Study Report provides a comprehensive overview of Student Support Services at WHCC. Claims are referenced appropriately, though the information is not readily accessible. The college appears to be responsive to suggested needs. After the Student Services Program Review and Technical Site Visit, for example, the college adjusted its service hours to reflect the needs of students.

Throughout the Self Study there is evidence of taking appropriate action when weaknesses are identified. Planning Agendas reflect this awareness and the expected outcome.

Findings and Evidence:

West Hills College Coalinga is committed to providing students with the support services they need. To that end, the division as a whole regularly assesses its practices and services and makes changes accordingly. Every department participates in Program Review; and similarly, every department is involved in Student Learning Outcomes, though some departments are less developed than others. Most services including counseling are offered in person and online so students, regardless of their location, can receive support. (Standard II.B.1)

Students are provided the fundamental tools for navigating the college experience. They are given a current catalog, which describes the policies and procedures of the college, as well as needed information on specific services and resources. Information within the catalog is precise, accurate, and current. (Standard II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d)

West Hills College Coalinga is focused on providing equitable access to all of its students at both its main campus and the North District Center in Firebaugh. Since the last Self Study, the college has incorporated multiple assessment processes to assist in identifying areas that need attention. It participated in the Community College Survey of Student Engagement (CCSSE) in 2007. Many of the CCSSE measures have been incorporated into the college performance indicators and are now reviewed through the council process on an annual basis. The college engaged in the CCSSE in the spring of 2008 as the second cycle of assessment of student engagement and is scheduled to survey students again in the spring of 2011. The results of these measures are reviewed critically by the College Planning Council and Student Services Council for student support service indicators or Instructional Services Council for student learning indicators. The appropriate council develops a plan of action to address any area where the college performs below the established benchmark. Impressively, the West Hills Community College District undertook an audit of online student services beginning in 2008. The audit was conducted by an outside company of experts and the results used as a framework for developing a new distance learning strategic plan. As an outcome of the audit findings and resultant strategic plan, a helpdesk advisor position was created to provide additional support to students prior to the start of each term and through the first few weeks of instruction. The helpdesk advisors assist students regardless of location or mode of delivery. The online student services audit evaluated student services online in the areas of admissions, registration, financial aid, orientation, career services, academic advising, assessment and testing, disability services, library, and tutoring. Each content area was reviewed with measures in seven to ten critical components in each service. (Standard II.B.3.a)

The college is committed to modeling and supporting an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development. This is reflected in its Mission Statement and in the overall educational philosophy of the college. Moreover, examples of how this environment is supported are ample. For instance, workshops and classes on personal development are offered regularly through several different Student Services departments. This is in addition to the opportunities for engagement through the Associated Students. The events and

opportunities are regularly highlighted in the weekly newsletter from the Associate Dean of Student Services. (Standard II.B.3.b)

Academic advising is provided by counselors and classified advising specialists. Both assist students with all aspects of the matriculation process; however, it is expected that the counselors help students with their first educational plan. The college ensures that counselors are appropriately prepared by supporting their yearly training at the CSU and UC meetings. In turn, counselors train the academic advisors. Through the CCSSE, exit surveys of graduating students, and program SLOs, the college evaluates the effectiveness of the counseling and advising services. (Standard II.B.3.c)

West Hills College Coalinga is committed to diversity. Numerous programs and social activities are offered throughout the year, which promote an appreciation of diversity. Moreover, student services staff members are trained in customer service techniques to treat each student with sensitivity. (Standard II.B.3.d)

The admissions process and the placement instruments are regularly evaluated. WHCC ensures access by providing an online application in both English and Spanish. All assessments are available in computer based and paper/pencil versions, and all have gone through rigorous state validation. All records are permanently, securely, and confidentially maintained and backed up. Records since 1981 are stored in the document management system. (Standard II.B.3.e, II.B.3.f)

West Hills College Coalinga is unified in its efforts to develop effective student learning outcomes. Though outcomes have not reached the stage of proficiency, the SLOs are identified and various assessment approaches have been listed in their plans. The college has been systematically conducting Program Reviews; however, only recently have Student Services programs individually developed a Program Review. Prior to this past year, Student Services had a collective Program Review. Learning outcomes are integrated into the Program Reviews - as of the 2009-10 academic year. The program review process engages all constituencies: students, classified, faculty, and administration. Moreover, it is directly tied to the Strategic Planning process through the identified resource needs. The college updates its Educational Master Plan on a yearly basis, which then provides a mechanism for reviewing departmental/program needs. (Standard II.B.4)

Conclusions:

Since the last accreditation visit in 2005, West Hills College Coalinga has made impressive progress in formalizing the Student Learning Outcomes process, the Program Review process and the Strategic Planning process. There is evidence that each department has embraced these processes and understands their purpose and importance. Further, the SLOs are mapped to the program outcomes and to core competencies. The Student Services Council has an inclusive membership, and the entire Council reviews and provides feedback to each department as it presents its Program Review and SLOs. An SLO calendar exists which guides the departments in meeting the 2012 mandate. The College meets Standard II.B.

Recommendations:

None.

C. Library and Learning Support Services

General Comments:

The self study accurately describes the library and learning services that the college provides. The college library is presented as the center of this activity, which includes one-stop tutoring services and student open-use labs, faculty computer workstations, and a second location at the North District Center (NDC). The college has completed the renovation of the library and hired a certificated librarian. The college has consolidated and expanded its tutoring operation and hired a part-time coordinator. The library maintains physical and online book and database collections as well textbook, DVD, laptop, and technology collections.

The college teaches in different locations in-person (including a fully developed center), via simultaneous interactions in video-conference supported classrooms, completely online, hybrid and web-enhanced through Blackboard services, computer classrooms, specialized labs, and standardized, technology-supported classrooms throughout the college. These multiple distance education modalities are supported by the district office, and online learning support is housed in the library.

Library and learning services are supported by a combination of district and college resources. Library and tutoring services are college functions, and technology-based instructional facilities are district functions. This situation appears to be collegial and productive, and there is no apparent conflict; organizationally these responsibilities have different lines of reporting.

Findings and Evidence:

The model the college has developed to provide library, tutoring services and computer labs is effective. Co-locating district distance education support services extends the utility of this model providing the college with a one-stop shop of library and learning support services. This approach is ideal for the NDC, maximizing the severe space and resource constraints of the location. The proposed model of integrating public library services with the planned, new NDC facility provides a unique and potentially powerful partnership with the local community. The team notes the absence of the library and learning resources from the educational master plan, distance education plan, the forming student services plan and district strategic plan. (Standard II.C.1.a, II.C.1.b, II.C.1.c, II.C.1.d, II.C.1.e)

The team notes there is no SLO for information competency which was noted in the 2005 Accreditation Team visit. In order to improve institutional effectiveness, the college must develop and assess student learning outcomes for information competency. (II.C.2)

Conclusions:

The model the college has developed to provide library, tutoring services and computer labs is effective. Co-locating district distance education support services extends the utility of this model providing the college with a one-stop shop of library and learning support services. This approach is ideal for the NDC, maximizing the severe space and resource constraints of the location. The proposed model of integrating public library services with the planned, new NDC facility provides a unique and potentially powerful partnership with the local community. The team notes the absence of the library and learning resources from the educational master plan, distance education plan, the forming student services plan and district strategic plan. To fully meet this standard, the college needs to develop and assess student learning outcomes for information competency.

Recommendations:

None.

Standard III

RESOURCES

A. Human Resources

General Comments:

The self study offers Board Policies and Administrative Procedures, samples of job descriptions for the various constituent groups, faculty and staff contracts, documents concerning evaluation of the equivalency process, minutes from councils at which SLOs were discussed, sample Flex agendas and surveys, and other documents, in order to illustrate compliance with the requirements of this standard. WHCC adheres to WHCCD's policies and procedures when hiring College staff; these policies are appropriately published on the district website. The process of recruitment and hiring of administrators, classified staff, and full- and part-time faculty is described. All personnel are regularly evaluated by an established process that is well-documented. The district HR office monitors the evaluations. A new tool for evaluation of online faculty is contained in the 2009-2012 faculty contract; it identifies opportunities for professional development activities that can enhance teaching effectiveness in this medium. Many personnel participate in SLO development, particularly in the instructional area, and are evaluated as to whether they are effective in producing SLOs. A recent M.O.U. between the district and the faculty association details the use of SLOs in faculty evaluation.

The Board of Trustees has established their own code of ethics, and has enacted several other policies to ensure ethical practices with regard to sexual harassment, nepotism, and ensuring fair, clear, and consistent standards of student evaluation. The Board is currently considering adoption of a written code of professional ethics for all personnel (BP 3050: Institutional Code of Ethics).

The self study maintains that despite the bad economic climate, the College is able to work with current staffing levels by utilizing furloughs, hiring freezes, reassignment of administrative responsibilities, and reduction of course sections. The development, implementation, and some assessment of course SLOs has been accomplished, and program-level SLOs are expected to be complete in spring 2011.

The self study details measures in place to assure fairness, equity, and diversity in recruitment and hiring. Although the College received a special award in 2004 for successfully achieving diversity in its administrative staff, the full-time faculty is overwhelmingly white when compared with the student composition and the overall demographic picture of the service area. Conversations with staff in HR indicate that the diversification of the faculty is indeed an important concern, but the remoteness of the service area remains a factor that even extensive advertising of positions has not overcome. There is no planning agenda proposed to deal with this disparity; however, a district administrator stated that such programs as the Employee Scholars Program are aimed at developing a corps of local residents who may, in the future, decide to return to this area to teach.

There are many professional development opportunities for WHCC staff; one new program provides economic assistance to staff members who seek to further their education. There are opportunities for staff to participate in off-campus activities, sharing what they have learned with colleagues in Brown Bag lunch sessions. Another recent development is the president's mini-grant program which encourages faculty to attend professional development conferences. Questionnaires are used to evaluate the efficacy of the professional development activities.

Findings and Evidence:

The self study asserts that human resource staffing is appropriate to the College needs although there have been furloughs and reassignments to cover unfilled positions of late. A May 2010 survey conducted by the Office of Institutional Effectiveness indicated that on a scale of 1 (strongly disagree) to 5 (strongly agree), the statement "The College has sufficient administrators...faculty...classified staff to support its programs and services at the College's current level of enrollment" received scores of 3.81, 3.58, and 3.56 respectively by each group. Regarding the issue of 'qualified' personnel, samples of recruitment documents are offered as evidence, and the process of hiring qualified applicants involves publication of appropriate job descriptions and, in the case of full-time faculty positions, peer participation in the actual hiring process. (Standard III.A.1, III.A.2)

The May 2010 accreditation survey indicated a score of 3.85 supporting the statement "the College adheres to its written policy in regard to selecting qualified staff for employment." Faculty hires must meet the minimum qualification requirements or obtain equivalency from the Academic Senate equivalency subcommittee. Administrative and classified positions are guided by the hiring committee, which develops the job announcement and determines the interview questions and process. The degrees of faculty and administrators are listed in the College catalog. (Standard III.A.1.a)

All constituent groups at WHCC are regularly evaluated, and the process is tracked by the district Human Resource office to ensure timely completion. According to the faculty contract, evaluations for non-tenured full-time faculty are conducted every year for four years; tenured faculty members are evaluated at least once every three years. The evaluators include an instructional administrator and two peers, as well as student input through written evaluations. Conversations with students during the visit affirm that they are pleased to provide helpful input regarding the quality of instruction. Part-time faculty members are evaluated once each year by an instructional administrator. The College has recently developed a tool for the evaluation of online instruction. Administrators submit annual written self-assessments as well as goals for the following year; in addition, every third year, faculty and staff are asked to assist in evaluating an administrator. Classified staff evaluation is covered in their contract, with the supervisor evaluating the employee three times the first year (4th, 8th, and 12th months), and on an annual basis thereafter. The 2010 accreditation survey indicated that there is better than average agreement with the statement "the evaluation of faculty and staff is completed in a systematic manner that provides input from all parties concerned." At the time of the March 2011 accreditation visit, the district Human Resources office was in the process of conducting program review. (Standard III.A.1.b, III.A)

Regarding SLO development and implementation as a component of faculty evaluation, in April of 2009, the district and the faculty association entered into a Memorandum of Understanding that details specifically how SLOs may be used in the faculty evaluation process. Although the M.O.U. expired in June of 2010, the faculty association president says that the district continues to honor it in good faith. (Standard III.A.1.c)

WHCC has written policies that provide standards of ethical conduct for College personnel: two board policies cover the prohibition of sexual harassment and nepotism, while another articulates faculty, counselor, and librarian responsibilities to use clear, fair, and consistent standards of student evaluation. The board itself has established a published code of ethics, and will have a written code of professional ethics covering all College personnel on its April 2011 agenda. (Standard III.A.1.d)

Members of hiring committees are trained for their service on committees, ensuring that fairness and equal opportunity concerns are met. Personnel records are carefully maintained in secure conditions at the district office of human resources; the cabinets containing employee files are kept locked, and the room door is locked each evening. (Standard III.A.3., III.A.3.a., III.A.3.b)

The students who attend WHCC are predominantly Hispanic (50%), as is the service area itself (71.8%). Nevertheless, the College's full-time faculty is only 6.5% Hispanic; the overwhelming majority of the full time faculty are white (87%). Previous reports indicate that this disparity has existed for some time, but the current self study does not include a planning agenda to explore remediation of this imbalance. However, the figures for other constituent groups indicate that the College employees (administrators, managers, and classified staff) closely mirror the ethnicity of the service area. The College provided sample pamphlets indicating the celebration of diverse peoples and perspectives, including Dia de los Muertos, Black History Month activities, and others. Conversations with

College administrators indicate that there is an expectation that the Employee Scholars Program may yield future instructors for the college, as its remote location has historically impaired its ability to attract a sufficiently diverse faculty. (Standard III.A.4, III.A.4.a, III.A.4.b)

The self study cites a dedication to shared governance practices as a sign of its commitment to integrity in the treatment of its administrators, faculty, staff, and students. Handbooks for the various councils show membership by position rather than name. A conversation with the president and first vice president of CSEA revealed that these two, at least, felt well-informed from their attendance at the monthly board of trustee meetings. In addition, the president appoints members of CSEA to various shared governance committees. (Standard III.A.4.c)

In the area of professional development, there have been several new programs that assist college personnel in personal and career growth: the Employee Scholars Program has helped nearly 100 full-time personnel further their educational goals; the new mini-grant program helps faculty members initiate special projects. Staff members are encouraged to attend professional conferences, and then share what they learn through the informal Brown Bag lunch program. The May 2010 accreditation survey conducted by the Office of Institutional Effectiveness showed an agreement level of 3.75 (with the highest score 5.0) with the statement "Employees have opportunities for professional growth through conference and workshop attendance." One conversation with a full-time classified staff indicated that part-time employees are hoping that the Scholars program will be extended to include part-time personnel, as additional education would be a possible avenue toward desired full-time employment status. (Standard III.A.5, III.A.5.a)

Human resource planning is integrated into the overall college planning system in the following way: employment needs identified by program reviews are brought by the Instructional Services Council or the Student Services Council to the CPC. Special requests can only be made outside of the program review venue if the request is directly tied to the college mission and/or goals. The CPC considers the human resource request and makes recommendations to the college president. The President's Executive Cabinet reviews the request, whereupon it goes to the vice chancellor of business services. If approved, the request is included in the annual proposed budget submitted to the Chancellor's Executive Cabinet. (Standard III.A.6)

Conclusions:

The College's human resources area functions effectively. However, Human Resources Office has not completed a recent Program Review and has not identified Administrative Unit Outcomes (AUOs). The most recent document addressing Program Review for this area is dated January 15, 1998. In order to assure that the human resources area can participate effectively in the planning, budgetary, and assessment cycle, the office needs to conduct its program review and establish AUO for its area. (Standard IA.1, IB.1, III.A., III.A.1, II.A.1.b, III.A.1.c, III.A.6, III.D.1.b) The College largely meets Standard III.A.

Recommendations:

District Recommendation 1:

In order to increase effectiveness, the teams recommend that the District work with the colleges to clearly delineate responsibility of each District service with relationship to corresponding college services. The team further recommends that each District service conduct a program review, which should include an outcomes-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, IV.B. 3.g)

District Recommendation 2:

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

B. Physical Resources**General Comments:**

Physical resources are sufficient to support student learning. It was obvious from the condition of the facilities visited that great care is being taken to maintain the facilities to a high standard even though many of the existing buildings are quite old. Program Review/Planning process and documentation for Non-Instructional Programs is thorough with well-defined goals and identified needs.

Transitioning from vision to results is evidenced by two examples: the Firebaugh Center and the Farm of the Future. Firebaugh is comprised of very compact spaces supporting a multitude of instructional and student services such as a Library, Bookstore, faculty office, tutorial services, general meeting area, general classrooms, a science lab, a classroom used for video conferencing, Admissions, Financial Aid, and counseling. Space is limited but utilized with impressive effectiveness. This vision was created by collaboration between the township of Firebaugh and WHCC and has transformed an old bowling alley into a vibrant town-center bringing education, social activities, and cultural events to Firebaugh. And, they are not finished yet. There are plans to build a new building in Firebaugh to provide more space to offer even more educational services.

The second vision which has been expanded and is soon to become a reality is the Farm of the Future. It too is interwoven into the fabric of the community it serves with programs of welding, heavy equipment operation, farming, and rodeo. In this case, much of the vision is yet unrealized, but there are trenches for water pipes, slabs for horse stalls and concession stands, and stakes in the ground outlining where the new welding building will be located.

Findings and Evidence:

Evidence and discussions with key personnel revealed a high level of awareness, training, tracking, and oversight of safety issues. Per the Self-Study, evaluation of college physical resources are conducted through 1) an annual space inventory review, which is conducted by the district architect and 2) dialogue among and between faculty, staff and administrators. Requests and recommendations for instructional space are submitted through the program review process to the Instructional Services Counsel and the Student Services Counsel and then forwarded to Facilities Development Counsel. (Standard III.B.1.a, III.B.1.b)

Though Maintenance and Operations Department does not identify Student Learning Outcomes (SLOs) in the Program Review/Planning document, the Program Analysis and Summary Statement clearly identify two SLOs: To 1) sustain high standards of cleanliness and maintenance of college facilities in support of student learning, and 2) respond quickly to the changing needs of the college in terms of maintenance issues and hazards to maintain a safe environment. New construction, renovation, plans, and architectural drawings are seen. Documentation of planning processes is evidenced in the 2012-16 Five Year Construction Plan. This plan details project priorities, funding sources (State and non-State funding), capacity/load ratios for lecture, lab, office, and AV/TV. Staffing needs and load distribution are forecasted. (Standard III.B.1, III.B.1.a, III.B.1.b, III.B.2.b)

What was not found were issues dealing with sustainability, "total cost of ownership," and linkages. These issues would typically be addressed in a Facilities Master Plan (FMP), and it would be driven by the Educational Master Plan with linkages to the EMP and the Institution's Strategic Plan. WHCC does not have a Facilities Master Plan to address revenue needed to support the considerable growth that is underway, the total cost of ownership, sustainable growth, and sufficient support of expanded base. (Standard III.B.2.a)

Conclusions:

The maintenance and operations of existing college physical resources are being undertaken in an effective, efficient fashion that contributes to creating a clean and safe learning and teaching environment for students, faculty, and staff. Examples of an exceptional transformation and growth are abundant.

The team found that the college has adequate processes in place for addressing facility and equipment issues, and that the college has demonstrated adequacy in the area of physical resources. However, due to the lack of a Facilities Master Plan, that facilities planning has not been integrated with other college planning processes.

College Recommendation 3:

In order to meet Standards, the team recommends that the college develop a Facilities Master Plan. In order to promote sustainability of its physical resources, the team further recommends that the college clearly identify the total cost of ownership (Standard III.B.2.a, III.B.2.b)

District Recommendation 3:

To meet the Standards, the teams recommend that the District and the colleges respectively develop a Facilities Master Plan that addresses facilities preventive maintenance and adequate maintenance staffing for all facilities, as well as an equipment replacement plan that addresses the total cost.III.B.1.a, III.C.1.d)

C. Technology Resources

General Comments:

The college has an adequate technology infrastructure to support student learning, both traditional and distance, and other college areas such as administrative and student services. Through its District Technology Council (DTC) and Technology Advisory Team, the college determines, identifies, and prioritizes technology resources needed for the college and the District. The DTC has a presence at both campuses. The college utilizes a “District” technology staffing that supports both campuses of the District. The District employs six full-time employees devoted to technology support. Staffing is adequate for services supported.

The team confirmed that the DTC informed and recommended to the District office as to how technology resources are to be allocated. Standardization of platform hardware, software, and services has been established. Approved Executive Cabinet decisions are based on documented ties to the Educational Master Plan (EMP). The instructional Program Review template provides a place for comments for requested technology resources will be used to enhance teaching and learning. The non-instructional Program Review template provides a place for comments as to how requested technology resources will be used to enhance student services and programs. The Vice Chancellor of Institutional Effectiveness, Enrollment Management, and Web Services serves on the DTC. The Director of Academic Services also sits on the DTC. The DTC drives the development and implementation of the college’s technology infrastructure. Through the interviews, it appears that the campus’ technology infrastructure was both sufficient and effective for purposes of student learning and instruction, as well as faculty and staff training.

Findings and Evidence:

The District technology operation is staffed by six full-time technical specialists, including a director, computer operations manager, and four PC/LAN operators. Job descriptions for these positions are available and are appropriate for purposes intended. The technical staff supports both colleges in the District. Surveys taken by the District indicate that the level of technical staffing is adequate for purposes of supporting the colleges. In addition to the technical staff identified above, the District also provides to the college an Educational Technology Specialist, Distance Learning Operations Manager, and a High Technology Access Specialist. Job descriptions for these positions are available and appear appropriate for the duties assigned. Employees of the college (staff, faculty, managers) make use of the college’s web-based “Portal” to request technical services and support. Portal training is available to all staff. The Portal captures requests, and logs them for review by technology

support staff. Use of such Portal technology makes logging of requests convenient and easily accessible. A Helpdesk activity log is available that shows the number of requests made from January of 2003 through January of 2010. However, there was no outlined or presented mechanism or documentation that describes how requests for technical services and support are prioritized for implementation and completion. The District supports six sites. Three of the sites are connected by 45 megabyte DS3s, one site by 25 megabyte wireless, and two sites by T1 lines. Sites are interconnected by Cisco routers that provide for failover connectivity. College Local Area Networks (LANs) include 1 gigabyte/100 megabyte switched networks, with 10 gigabit fiber interconnections. In 2006 the District installed, and continues to maintain, a Storage Area Network. The underlying technology infrastructure appears adequate to support the needs of the District and the college. Classrooms at the college that utilize technology have been standardized as to hardware and software. Video-conferencing equipment permits the college to communicate with other District areas as well as providing for classroom delivery of course content. Special purpose computer labs, such as the Basic Skills Lab, are adequately configured with hardware and software. The District, and therefore the college, has standardized on selected software vendors for essential services. For classroom and staff, Microsoft Office and the Microsoft desktop operating system are utilized. Distance education is hosted utilizing Blackboard. Datatel is utilized for hosting of key campus services, including Administrative Services, Student Services, Human Resources, and other ancillary services. Microsoft, Blackboard, and Datatel are nationally recognized providers of various software services and products. (Standard III.C 1.a)

A "Portal" is available for use by students for online orientations to the college, distance education preparedness, and student services. Faculty makes use of "Portal" access for distance education requests and technical training. The District employs an Associate Vice Chancellor of Educational Planning. The job description for this position is available and adequately describes the position's duties. One of the key duties of this position is to arrange appropriate technical training, primarily for faculty. In interview, the team found that the District's technology infrastructure was both sufficient and effective for purposes of student learning, faculty support, and faculty/student training. Student and faculty satisfaction surveys have been administered. Results of the surveys indicate general satisfaction with technology services and support provided. However, the number of recipients taking the survey, both student and faculty, appears to be very limited. In addition, the District makes available to the College "The Department of Learning Resources." This Department is charged with providing support and training in the development and administration of distance education and video-conferencing technologies that support classroom instruction and student learning. Employees at the College have support services and basic training available through the District's helpdesk. (Standard III. C.1.b)

Through the College's Program Review process, technology resource requests can be identified. Programs are reviewed every five years. Programs may submit requests outside of their formal Program Review timeline. Through the Program Review process, in turn, technology plans are aligned to the College's Educational Master Plan. Program Reviews are then evaluated by the College's College Planning Council, (CPC). The CPC informs the District's District Technology Council (DTC) on technology needs identified in

successful Program Review allocations. Requests and recommendations are then submitted by the DTC to the College's executive management for acquisition and upgrading of technology. (Standard III.C.1.c)

The DTC is the primary vehicle used by the college to request technology services, staffing, upgrades, equipment and other technology resources. It is unclear, however, how the DTC is convened, what staff participate, and how this council's recommendations result in sustained systematic institutional planning. The DTC works in conjunction with Technology Advisory Team (TAT) and the Facilities Development Council (FDC). As with the DTC, it is also unclear how the TAT and FDC are staffed and convened. (Standard III.C.1.d)

The college, through the District, has a "Strategic Plan for Information Technology" that addresses issues related to technology plans, acquisition, maintenance, and upgrades. This Plan is used as a guide by the college and college departments for technology distribution, utilization, development, maintenance, and enhancement of college programs and services. However, this Plan is dated April 1, 2008. The plan as provided has no additional addendums or updates that reflect how the Plan, in 2011 (three years later), has been revised, edited, or modified to reflect any change of institutional status, or technology. (Standard III.C. 2)

Conclusions:

The college has a technology infrastructure that supports student learning. The college has processes and procedures that provide for constituent campus input into the acquisition, maintenance, upgrading, and implementation of technology. The primary vehicle for the college to request and provide for technology resources is through the District's District Technology Council. Sufficient staffing is in place to provide for identification and implementation of technology needs, as well as for technical training of faculty, staff, and students. The college is making effective use of video-conferencing technology to communicate within the campus and with other District entities. Technology resources and their acquisition, configuration, and implementation are integrated into the Program Review process, which in turn is responsive to the college's Educational Master Plan. The college meets this standard. However, the college could improve upon the Standard by more clearly articulating the function, purpose, membership, and integration of the District Technology Council with other associated committees and processes. The college should also ensure that its "Strategic Plan for Information Technology" is updated and revised in a timely manner, and that any such revisions are clearly identified and discernable.

Recommendations:

None.

D. Financial Resources

General Comments:

The District's overall budget is \$100,824,761, with West Hills College Coalinga accounting for approximately 42 percent of that total. The college has sufficient revenues to support educational improvements with over four million dollars secured in additional grants to the unrestricted fund.

External financial audits for the past six years support that the college manages its resources with integrity with an ending balance in 2009-10 of approximately four million dollars (ten percent of total budget), maintaining fiscal solvency. The college has recently been successful in securing bond funding for renovation and construction of new facilities demonstrating commitment to future planning. Financial oversight for the college is provided at the District level. The college budget is allocated beginning with the prior year base and adjusted for inflationary increases and or decreases. Any amounts in excess of the base are applied with a formula driven by college full-time equivalent students (FTES). Resources are distributed to support the District in its entirety as well as the Colleges in the delivery of programs and services. The external audits substantiate the college's disclosure of both short term and long term financial solvency. Given the economic downturn of the State economy, the college has managed to keep its budget fairly static while maintaining a healthy reserve. The college integrates financial resources planning with institutional planning through the standing college committees of Instruction Planning Council, Student Services Council and Facilities Development Council, setting funding priorities with final recommendations to the College Planning Council.

Documents, including budget and financial audits, indicate that the college has financial resources sufficient to support student learning programs and services and to improve institutional effectiveness. The District resource allocation process for resource distribution supports the development, maintenance, and enhancement of programs and services. The financial audits of the institution, with continued unqualified opinions, support the assertion that the institution manages its financial affairs with integrity and continues to remain financially stable. The reserve level of 13 percent that is set aside ensures that the District addresses the need to remain financially solvent in the future.

Findings and Evidence:

The college's resource allocation process begins in January with the budget development process. The College Planning Council (CPC) functions as the budget and planning committee. West Hills College Coalinga allows all constituents an opportunity to participate in the financial planning and budget development process through appointments of faculty, classified staff, students and administrators to College standing committees for instruction, student services and facilities. The CPC invites participation from these College committees and relies upon the College's mission, goals and program review data as the criteria for prioritization in funding and budget development. (Standard IIID.1)

The budget calendar for the annual budget development process is published by District staff when the budget development cycle begins. The CPC reviews the prioritized lists of budget requests forwarded from the standing councils on items in the program review areas. A final prioritized list of resource allocation requests is submitted to the College President

for final submission to Executive Cabinet for consideration of funding approval. During the budget development process, the College's mission and goals are reviewed by the CPC during which time annual goals are reviewed and updated. Administrative and board policies on budget development guide institutional financial planning and development of the College budget. The budget planning process concludes with the adoption of the Tentative Budget in June by the Board of Trustees. The Board, and constituents of the college, are kept informed of fiscal planning and allocation through a series of different venues, such as workshops, presentations, email communications, and Board presentations. Employees of the college were invited to participate in the budget process through a survey which specifically focused on strategic budget reduction in the current budget climate. (Standard III.D.1.a, II.D.1.d)

The availability of financial resources is determined by the District. All fixed increases to the budget are determined each year and applied to the college's prior year's base budget. Any amounts that remain (positive or negative) after fixed increases to the budget are allocated based upon the College's proportionate share of FTES. The CPC convenes to determine allocation of additional increases or decreases. The college councils (Instructional Services Council, Student Services Council, and Facilities Development Council) prioritize requests for submission to CPC. Requests that may not be tied to the results of program review, but support the college's mission and goals, are submitted separately for consideration (Standard III.D.1.b)

The college demonstrates fiscal integrity that financial resources are utilized to support its goals through the CPC's annual review of the mission and goals. Additional grant revenue of over four million dollars has been received to assist the College in achieving their goals in a fiscally constrained environment allowing them to continue to meet the needs of students while remaining financially stable. The successful passage of Special Facilities Improvement Districts (SFID) general obligation bond funds has provided resources for the renovation and construction of new facilities. The District has identified future liabilities and obligations of the District as disclosed in their annual audit to fund other post employment benefits (OPEB) trust to fund future health care premiums for their retirees, debt services payments for their outstanding debt, and other operating costs. (Standard III.D.1.c)

The college has appropriate fiscal controls in place and financial data is distributed on a routine basis by District staff to the board and constituents of the college. As revenue streams have been reduced, the college has actively engaged in strategic budget reduction through the CPC. The college has aggressively sought out and received additional grant funding to augment the budget to continue to support student learning in a constrained fiscal climate. The external audits of the college for the past several years have been unqualified with no material audit findings and have found no material weaknesses to exist in the financial management of the District. (Standard III.D.2, II.D.2.a)

Financial information is communicated through monthly financial reports to the Board and periodic financial reports to various council of the college. The annual audit is approved by the Board in accordance with existing Board Policy. The District communicates any

information with potential fiscal impact to the college on a timely basis so that immediate decisions can be made to react to significant changes in funding. (Standard III.D.2.b)

The District receives the majority of its revenue from State General Apportionment and local property taxes. Recent enacted deferrals have constrained the District's cash flow which has resulted in the District securing temporary borrowing in the form of a tax revenue anticipation note (TRAN). The college has reserves in the amount of four million dollars for the year 2009-2010 for unforeseen emergencies. The college is a member of Statewide Association of Community Colleges (SWACC) and Protected Insurance Program for Schools (PIPS) insurance Joint Power Authority's (JPA's) to manage its risk exposure. In 2008, the college created two SFID's and was successful in the passage of these bonds for the purpose of infrastructure renovation and new facilities. The District ending balances for the past three years was:

2009-2010	\$4.10 million
2008-2009	1.90 million
2007-2008	3.90 million

The current ending balance represents 14 percent of the total District budget which is nine percent in excess of the recommended reserve requirement from the State Chancellor's Office. This amount appears sufficient to respond to any unforeseen emergencies. (Standard III.D.2.c)

The District utilizes a business office procedure manual that documents and outlines all procedures relating to fiscal oversight and management of the business services division including financial aid funds, auxiliary funds, fixed assets and investments. Effective implementation of these procedures is supported by the fact that there were no material misstatements in the external financial audits for the past six years. The District Business Office program review delineates the future goals and needs of the division to continue to provide high quality fiscal oversight to the college. (Standard III.D.2.d)

College financial resources are used with integrity as evidenced by no material misstatements on the District financial audit as well as the Foundation audit for the past several years. The college has initiated a grant approval process by the generation of a grant approval concept form which analyzes the benefit, use, and alignment with the strategic goals of the college before a grant application is processed. This was implemented to insure that the goals and mission of the college are taken into consideration for each grant that is submitted for funding. The West Hills Community College Foundation is a not-for-profit organization that operates for the benefit of the college and is a component unit of the District. The Foundation's basic purpose is to provide financial aid to students in need. The Foundation Director provides primary oversight of the day to day activities of the Foundation. Independent external financial audits of the Foundation have found no material misstatements or material findings which support the sound fiscal management of the Foundation. (Standard III.D.2.e)

Contracts negotiated with the college are reviewed and approved by the college President to ensure that they are in alignment with the college's mission and goals. The college has

memorandums of understanding for the use of the facilities, establishment of outreach centers, for clinical sites in support of instructional activities, and expanding educational opportunities in the community. The District standard contract template includes language which allows the termination of contracts for any reason with standard notice. (Standard III.D.2.f)

The District has had annual audit has been continually free of material misstatements and material findings. (Standard III.D.2.g)

The college assesses the effective use of financial resources on a monthly basis comparing revenue and expenditure data through the Executive Cabinet. The CPC reviews and assesses financial resources periodically and recommendations, if necessary, are made to the college President. (Standard III.D.3)

Conclusions:

The college has adequate financial resources sufficient to support student learning and improve institutional effectiveness. Collaborative college committees are involved in the allocation of financial resources. An effort to increase funding in the form of grants to continue to serve students and to remain fiscally stable is a priority for the college. The college meets this standard.

Recommendations:

None.

STANDARD IV

LEADERSHIP AND GOVERNANCE

A. Decision-Making Roles and Processes

General Comments:

In general, the Self Study report is of very good quality for Standard IV and IVA in particular. Previous accreditation issues with governance seem to have been resolved. There is a need to evaluate and report the effectiveness of these changes in future reports. The quality of the evidence was weak in several areas for Standard IV. The institution seems to be stable in leadership and governance. The president started his position in 2007 and has established a good relationship with both the internal and the external communities. There are still a few issues to be resolved from the prior recommendations 5 and 6.

Findings and Evidence:

West Hills Coalinga has revised its governance structure to ensure proper dissemination of information and appropriate involvement in the leadership of the institution. This is a good model of assessing a current state of business and choosing to improve it. The institution seems to have created an environment that encourages its employees to contribute to the solutions to issues the institution faces. This is exemplified by the way employees responded positively to budget challenges. (Standard IV.A.1)

The institution has provided evidence for its assertions. It has been proven through the self-study and interviews that leadership comes from different segments of the institution. It is clear that improving leadership involvement is important to the college. One of the premises for these changes was to reduce duplication; nevertheless, in interviews with staff, it appears that duplication and overlap still exist. (Standard IV.A. 2)

The institution provides ample opportunities for faculty, staff, and students to hear about issues and make recommendations to the governance of the institution. Furthermore, there appears to be a good culture of wide involvement of faculty and staff in critical work, such as the review of the college mission statement and goals. (Standard IV.A.2.a)

The college has established through policy the appropriate role of the faculty in the academic life of the institution. There are committees established for the curriculum and for learning outcomes. Some of the councils are newly developed and should be assessed to ensure the changes envisioned by the institution have been realized. Furthermore, the institution relies on the Academic Senate, through the Curriculum Committee, for leadership in academic curricula and programs. The specific council to support Student Services functions seems to be a step toward empowerment of the Student Services professionals.
(Standard IV.A.2.b)

All constituents have opportunities to be represented on the different councils of the college. Council members can not only provide feedback for decision making, but also make direct recommendations in areas where they have oversight, such as curriculum. The minutes of the councils do not adequately show the level of participation of the different constituents in the college dialog. The minutes do not reflect whether or not some segments of the college community are attending the meetings. The team recommends that the college ensures wide college participation in dialogs to further demonstrate that faculty, staff and students are participating in the governance process. (Standard IV.A.3)

While the number of councils being established since 2009 is impressive, its evaluation may tell the institution whether the changes have achieved their intended goals. The team recommends that a comprehensive evaluation of the new councils take place. There are several processes in place for quantitative feedback to the governance of the institution. The qualitative aspect of the feedback could provide the institution with a clear idea of the effectiveness of the councils and the outcomes of their efforts. For example, as a retreat took place annually that involves a sizable number of individuals, there is no indication that it has had a positive outcome on transparency questioned in the previous report. (Standard IV.A. 3)

The institution seems to have handled issues of integrity as to the accuracy of the catalog. The self-study states that the institution maintains appropriate relationships with organizations that provide services and support for students or the institution. The evidence (Evidence 4A.55) did not substantiate such claims. In order to show that the college has met the expectations of the Commission in regard to IV.A.4, the college could provide evidence related to the claims and perhaps evaluations of leaders or clients of other organizations with which it cooperates. Its audit findings have met standards and have been delivered in a timely fashion. The institution responded well to previous recommendations in regard to integrity and seems to be upholding appropriate ethical standards. The evidence shows that the college attends to issues of integrity in a straightforward manner. The 2009 audit issued some recommendations that the institution will assuredly attend to. (Standard IV.A. 4)

The self-study clearly delineates the process of wide internal community involvement in college decision-making processes. While the college has reduced the potential for duplication in membership of governance group, the evaluation of this new process is pending. It appears that the different councils do not have their own goals, but simply site the mission and the goals of the college. The councils all have responsibilities. There is no indication how the responsibilities tie to the goals, how the goals are evaluated, and how they have been implemented or used to make decisions for resource allocations. The college evaluates its processes and its effectiveness through evaluations of employees, board self-evaluation, and has revamped its leadership governance. It is evident that the college and the district affirm the need for ongoing improvement in relationship to Standard IV.A.5. Despite the work that has been done and claimed, interviews show that not all constituents understand the evaluation process. Deliberate steps must be taken to ensure that structures are evaluated regularly and reported out to be substantially in compliance with Standard IV.A.5. (Standard IV.A. 5)

Conclusions:

The overall quality of the report based on Standard IV is good. There are good examples of engagement through all the councils. These engagements may foster a positive work environment and where students, faculty, staff and administrator work hand in hand to accomplish the goals of the institution. There is a lack of assessment and evaluation of the current mechanisms to exceed the standards. There are also two prior recommendations 5.5 and 6 that are not completely satisfied based on the interviews and the review of the evidence. The formal evaluation of the new governance groups will give insight into their effectiveness. It is worth noting that the college responded favorably to recommendations of constituents to change the structure.

College Recommendation 4:

The team 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 team 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. (Standard IV.A.1, IV.A.2.a, IV.A.3, and IV.A.5)

District Recommendation 4:

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

B. Board and Administrative Services**General Comments:**

Standard IVB of the Self Study report was written in a very general way without specifics. The Board of Trustees is responsible for setting policies for itself; general institution; academic affairs; student services; business and fiscal affairs and human resources areas. WHCCD Policy and Procedure Review Schedule has been in place since the 2007-2008 academic year. In reviewing the Procedure Review Schedule, it does not appear that regular reviews of existing Administrative Procedures (AP)/Board Policies (BP) have been conducted. New policies and procedures are added, but three-digit policies and procedures are not available online, and there is a perception that they are not enforced or adhered to, such as bylaws for the Board of Trustees.

The president is responsible for leading the faculty, staff, and administrators at the college. However, many functions are handled at the district level with staffing at times based at the college but reporting to the District. Evidence and the team's observation confirm that the staff assignments are handled informally. As a result, the team is concerned that staff assigned from the district may lack the commitment to the institution. Furthermore, it may be difficult for the college to fully integrate the district staff into the college planning, budgeting, and decision-making process. To further streamline this unique staffing structure and arrangement, the District and colleges must widely publicize and acknowledge the staffing structure and arrangement to ensure all the employees understand and support this unique organizational structure.

Many of the operational functions are centralized at the District level. The 2009 re-organization and the one that is currently underway need to be assessed for their effectiveness in offering services and resources to the college in supporting the college's mission and operations. The team cannot find evidence of a written delineation of responsibilities and based on reviewing the Functional Mapping Survey, the team is not convinced that the staff is knowledgeable of the delineation. The district service departments just started a new program review cycle to evaluate their effectiveness, and not all services have completed a cycle yet.

Findings and Evidence:

The governing board has established limited policy and procedures. The team finds evidence for the implementation of BP 2410 (administrative), BP3250 (Strategic Planning),

and BP4020 (program, curriculum, SLO and course development). BP 4020 states "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance." The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The board policies numbered in the 2000's are policies that the board uses to govern themselves. Per Board Policy 2410, "All policies and administrative procedures shall be readily available through the Chancellor's Office and/or the District website." However, the team found that bylaws and some policies are not available on the web. While most of the policies and procedures that are numbered in the 4-digit numbering system are located on the district website, policies and procedures that are numbered in the 3-digit numbering system are available upon request from the Chancellor's Office and not at the College. The team observed that some policies and procedures in the "old" binder dated as far back as 1988, and some of them do not show the approval date. In order to meet the standard, the Chancellor's office must assure that the district website contains ALL policies and procedures and update them as prescribed in its own policies and the college's planning agenda. (Standard IV.B.1, IV.B.1.b, IV.B.1.d, IV.B.1.e)

The Policy and Procedure Routing Form is intended for two purposes: (1) to demonstrate that the board encourages input from students, faculty, staff, and administrators of the colleges and district; (2). To ensure all of board agendas and minutes are up-to-date which allows the public to view the governing process and the board actions (minutes and resolutions) are consistent with its policies. (Standard IV.B.1.a, IV.B.1.e)

The team observed the board meeting on March 8, 2011 and reviewed other meeting agendas that the board is responsible for pertaining to educational quality, legal matters, and financial integrity, (Standard IV.B. 1.c)

The Governing Board Handbook is designed for board development; it includes information of new member orientation, and it should also include a plan for Student Trustee Member orientation. It was evident that this plan was not included in the Handbook as contested by the Student Trustee Member at the board meeting on March 8, 2011. (Standard IV.B.1.f)

The governing board has a self-evaluation process for assessing board performance; it is clearly defined and published in BP/AP 2745. The evaluation result was shared on the Board of Trustees' website; however, it was not evident that the dialogue took place to promote improvements. The implementation of the AP needs to be reviewed for its effectiveness. (Standard IV.B.1.g)

The governing board has a policy on code of ethics - BP 2715. AP 2715 clearly defined procedures on consequences of violations. (Standard IV.B.1.h)

The governing board is informed about and involved in the accreditation process as evident in board meeting minutes and at the Board meeting that took place on March 8, 2011. The

ACCJC president provided training for the board at its retreat on February 5, 2010. (Standard IV.B.1.i)

The process and policy for the selection of the chancellor is evident in BP/AP 2433. The process and policy for selection of college president is lacking, and the evaluation of the Chancellor and the college President is not differentiated from all other managers who work at the district. Board Policy 214 is the Confidential Evaluation of the Management Employees. (Standard IV.B.1.j)

The president has primary responsibility for the quality of the institution and has organized a college-level administrative structure, delegating appropriately. In concert with the organizational structure, since 2009, the president has helped with the development of the new Governance and Planning Process to ensure the development of strategic goals. The president has access to data provided by the Vice Chancellor of Institutional Effectiveness.

The district provides data for planning and decision-making; however, the use of this data is not very apparent to the team in how it is integrated with student learning outcomes or service outcomes with its program review. The president has provided the environment in which planning is integrated with resource allocation. Though resources are not readily available, the process of successfully obtaining grants is evident. The college needs to evaluate and assess the grant writing/awarding process and communicate the importance of this fully at the college level. Based on the team's interviews, it appears that the college is aware that there may not be financial resource hence the integration of planning and budgeting is not completely tied yet. It is also important to note that the process is not futile. It is not apparent to the team through the interviews and reviewing evidence of the evaluation of the efficacy of the new institutional planning and implementation efforts. The president has inaugurated open forums and writing of a periodic newsletter to bridge communication gaps. As the next step, the college needs to evaluate the efficacy of the different councils. (IV.B.2.a, 2.b, 2.d, 2.e) It is also worth noting that in the Planning Summary of the Self Study, a planning agenda item was identified for IVB.2.b; however, in the text for Standard IV.B.2.b, this planning agenda is missing.

The self-study delineated how the president ensures that staff and faculty are aware of the regulations governing the college through the review of policies. The different councils representing a wide audience can support the promulgation of the policies, regulations and statutes tied to the mission of the college. However, the team expressed concerns that some policies were difficult to locate. (IV.B.2.c)

In 2009, the re-organization at the district level focused on aiding the Chancellor in carrying out his functions. The primary method of joint work is the technical expertise the district shares with the campuses. During the visit and the interviews, district staff members were imbedded into college staff during interviews. With limited staff, the college staff and faculty express their gratitude for the district staff. However, there is a need for clearly delineating the functions that are solely at district, college or a joint district/college function by evaluating the functions and how they help the college in advancing its goals and meeting the college's needs. The evaluation needs to be outcomes-based assessment and perception-based assessment. The communication and delineation of

duties are not completely worked out to the observation of the team. The evaluation results need to be clearly communicated at the college level to help the college understand how to interface with the district function. Based on the observations of the team and the review of a previous visiting team's recommendation, it is determined that this part of the standard has not been fully met; although many efforts seem to have taken place on a number of the issues. (Standard IV.B.3)

IV. Conclusions:

The board with help from the chancellor's office is responsible for establishing and updating policies and procedures for the organization. There is evidence indicating the board reviews and updates some policies but not all. The policies over budget, finance, ethics, board composition, elections and programs are all up-to-date. The board is aware of the accreditation standards and process. However, the board does not have a policy on hiring and evaluation of college president, nor the evaluation of the chancellor. The district partially meets Standard IV.B.1.

The president is responsible for the overall operations and quality of the institution. He communicates institutional goals and mission throughout the college through written communications. The president maintains close oversight of the financial well-being of the college with the support of the Vice Chancellor of Business Services. The team found that there is inconsistent information within this particular standard and the planning summary section of this standard. Besides the inconsistency, The college generally meets the requirement of Standard IV.B.2.

There is evidence of use of college goals and indicators; however, there is no regular evaluation of its effectiveness. The team was provided with a functional map for the college within a multi-college district which specifies whether primary responsibility for all or parts of a specific function is at the college or district level. The district and college partially meets Standard IV.B.3.

The college and the district partially meet the requirements of Standard IV.B.

District Recommendation 5:

In order to meet Standards, the team 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 college better informed of the current District policies and facilitate the implementation of the District polices at the college. (Standard IV.B.1)

District Recommendation 1

In order to increase effectiveness, the teams recommend that the District work with the colleges to clearly delineate responsibility of each District service with relationship to corresponding college services. The team further recommends that each District service conduct a program review, which should include an outcomes-based assessment of its

services. (Standard .A.1, I.B.1, III.A, III.A.1.b, III.A.1.C, II.A.6, IV.B. 3. IV.B.3.a, IV.B.3g)

