WEST HILLS COLLEGE
L E M O O R E

Midterm Report

Submitted by:
West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

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

March 15, 2014

West Hills College Lemoore

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Submitted by:

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To:

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

March 15, 2014

Midterm Report Certification Page

February 14, 2014

This Midterm Report is submitted to the ACCJC/WASC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.
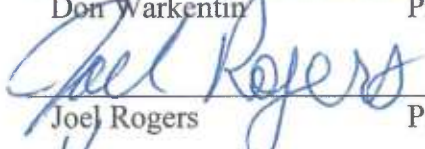
Signed,

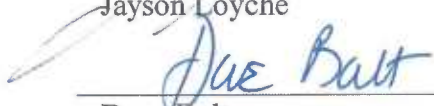|	
Dr. Frank Gornick	Chancellor, West Hills Community College District
Mark McKean	President, WHCCD Board of Trustees
Don Warkentin	President, West Hills College Lemoore
Joel Rogers	President, WHCL Academic Senate
Ken Sowden	President, WHC Faculty Association
Keith Brock	President, CSEA, Chapter 429
Jayson Loyche	President, WHCL Student Government Association
Dave Bolt	WHCL Accreditation Liaison Officer

Table of Contents

Statement of Midterm Report Preparation

February 15, 2014

Accrediting Commission for Community and Junior Colleges
10 Commercial Blvd. Suite 204
Novato, CA 94949

Dear Accrediting Commission,

On behalf of West Hills College Lemoore I would like to take this opportunity to introduce the Commission to the great work that our College community has completed since our last accreditation visit in spring 2011. As you read through our Midterm Report it is our belief that you will find that we have fully met and implemented the visiting team recommendations and also substantially addressed our self-identified planning agenda items.

West Hills College Lemoore's primary shared governance body, the Planning and Governance Council, approved our report on December 4, 2013. Our West Hills Community College District Board of Trustees reviewed our Midterm Report at their December 10, 2013 meeting and formally approved the report at their regularly scheduled board meeting on January 14, 2014.

Since our Follow-Up report in 2012, we have worked in conjunction with our District Office to fully address the District recommendations identified in the Commission letter of June 2011. Our College, along with West Hills College Coalinga, played a significant role in addressing those recommendations and has a substantial stake in their continued implementation.

For the past three years WHCL has worked diligently to also address the college level recommendations from the visit in 2011. We believe the Commission will find that we have fully implemented the recommendations and have instituted processes to continue the improvement in each of the areas identified by the visiting team including maintaining proficiency and continuous self-improvement for all levels of learning outcomes.

Please contact my office if we can provide any further information to the Commission on any topic referred to in this report.

Sincerely,

Don Warkentin
President

History and Organization of the Midterm Report

West Hills College Lemoore hosted an ACCJC/WASC site visit in March 2011. The results of that visit were six District recommendations from the Commission and five college recommendations from the visitation team. West Hills College Lemoore is addressing these recommendations in this report due to the Commission on March 15, 2014.

Preparation began on the Midterm Report in August 2012 when top administrators and key faculty met to determine an overall strategy for preparing the document along with a timeline for completion. Work groups were established in September 2012 for each of the visitation team's college recommendations. Each work group consisted of representatives from the faculty, classified, and administrative constituency groups with a Lead and Co-Lead(s). Student participation was solicited with volunteers only choosing to work on Visiting Team's College Recommendation 4 Response Team.

The Commission's District recommendations had been previously and preliminarily addressed in the College's 2012 Follow-Up Report and was updated by the director of grants from the West Hills Community College District Office for the purposes of this report. The director of grants received updated information from members of the Follow-Up Report response teams on which to base a refreshed response for this report.

College recommendation response groups met independently from September 2012 to May 2013 to complete a narrative draft of their respective recommendation response. Each narrative was collected by the West Hills College Lemoore accreditation liaison officer and compiled into a comprehensive draft for review and approval by College constituency groups. Approval by the College's primary shared governance body, the Planning and Governance Council, occurred on December 4, 2013. The final draft was submitted to the West Hills Community College District Board of Trustees on December 10, 2013 regular meeting with approval on January 14, 2014.

Consistent with ACCJC/WASC guidelines, West Hills College Lemoore has included all pertinent evidence to ensure that proper documentation supports our progress towards each recommendation. To this end, the College has greatly benefited from this experience.

Midterm Response Team Members

Commission's District Recommendation 1 Response Team
Pedro Avila[1] (Lead) -- Vice President of Student Services, West Hills College Coalinga (WHCC)
Becky Cazares – Director of Human Resources, WHCCD
Stephanie Droker – Vice President of Educational Services, WHCC
Dr. Marlon Hall[2] – Vice President of Student Services, WHCC
Donna Isaac – Executive Administrative Assistant to the Chancellor, WHCCD
James Preston – Dean of Educational Services, West Hills College Lemoore (WHCL)
Marlese Roton – Counselor, West Hills College Coalinga—North District Center (NDC)
Keith Stearns – Associate Vice Chancellor, WHCCD

Commission's District Recommendation 2 Response Team
Dave Bolt (Co-lead) – Vice President of Educational Services, WHCL
Dr. Frieda Ganter – Faculty, WHCL
Ken Sowden – Faculty, WHCC
Jill Stearns[2] (Co-lead) – Vice President of Educational Services, WHCC
Ken Stoppenbrink – Deputy Chancellor, WHCCD

Commission's District Recommendation 3 Response Team
Shaun Bailey – Maintenance and Operations Director, WHCC
John Bernal – Maintenance and Operations Director, WHCL
Dave Bolt (Co-lead) – Vice President of Educational Services, WHCL
Kevin Cobb – District Architect
Anne Jorgens – Budget Services Supervisor, WHCCD
Michelle Kozlowski – Associate Vice Chancellor, WHCCD
Jill Stearns[2] (Co-lead) – Vice President of Educational Services, WHCC
Ken Stoppenbrink – Deputy Chancellor, WHCCD

Commission's District Recommendation 4 Response Team
Pedro Avila[1] (Co-lead) – Vice President of Student Services, WHCC
Dr. Michael Burke – Faculty, WHCC
Lorna Davis – Administrative Assistant to the President, WHCC
Dr. Carole Goldsmith (Co-lead) – President, WHCC
Donna Isaac – Executive Administrative Assistant to the Chancellor, WHCCD
Dr. Willard Lewallen[2] – President, WHCC
Glenda Oliver – Administrative Assistant to the President, WHCL
Kurt Sterling – Faculty, WHCL
Don Warkentin – President, WHCL

Commission's District Recommendation 5 Response Team
Dr. Frank Gornick (Lead) – Chancellor, WHCCD
Donna Isaac – Executive Administrative Assistant to the Chancellor, WHCCD
Carlos Posadas – Web Administrator, WHCCD

Commission's District Recommendation 6 Response Team
Dave Bolt – Vice President of Educational Services, WHCL
Dr. Carole Goldsmith (Lead) – President, WHCC
Vera Kennedy – Faculty, WHCL
Michelle Kozlowski – Associate Vice Chancellor, WHCCD
Sarah Shepard – Faculty, WHCC
Jill Stearns[2] – Vice President of Educational Services, WHCC

Visiting Team's College Recommendation 1 Response Team
David Babb (Co-lead) – Faculty, WHCL
Fidela Byers – Senior Secretary, WHCL
Cindy Dolata – Faculty, WHCL
Allen Fortune – Faculty and Athletic Director, WHCL
Charles Freeman – Director of Allied Health, WHCCD
Maria Gonzalez – Counselor, WHCL
Shawn Jackson – Faculty, WHCL
Jose Lopez – Director of Upward Bound, WHCL
Michael McDowell – Faculty, WHCL
James Preston (Co-lead) – Dean of Educational Services, WHCL
Deborah Soria – Director of Financial Aid, WHCL

Visiting Team's College Recommendation 2 Response Team
Brian Abela – Faculty, WHCC and WHCL
Jameson Birrell – Faculty, WHCL
Kim Castagna – Faculty, WHCL
Sylvia Dorsey-Robinson (Co-lead) – Vice President of Student Services, WHCL
Marta Hendrickson – Counselor, WHCL
Libra Howard – Faculty, WHCL
Eva Jimenez – Advising Specialist, WHCL
Vera Kennedy (Co-lead) – Faculty, WHCL
Brian Kron – Faculty, WHCL
Rene Sanchez (Co-lead) – Faculty, WHCL

Visiting Team's College Recommendation 3 Response Team
Marty Ennes (Co-lead) – Faculty, WHCL
Tiffani McGee – Counselor, WHCL
Ron Oxford (Co-lead) – Librarian, WHCL
Anna Silvestre – Program Development Assistant, WHCL
Lenore Simonson – Educational Technology Specialist, WHCCD
Amanda Stone – Financial Aid Assistant, WHCL

Visiting Team's College Recommendation 4 Response Team
Frances Andrade – Library Specialist, WCHL
Amber Avitia – Administrative Assistant to the President, WHCL
Maria Gonzalez – Counselor, WHCL
Ron Oxford – Librarian, WHCL
Jody Ruble (Lead) – Dean of Student Services, WHCL
Adrienne Simas – Learning Skills Program Assistant, WHCL
Lenore Simonson – Educational Technology Specialist, WHCCD
Erica Sylva – Student, WHCL
Scott Terrell – Student, WHCL

Visiting's Team College Recommendation 5 Response Team
Shaun Bailey – Maintenance and Operations Director, WHCC
John Bernal – Maintenance and Operations Director, WHCL
Dave Bolt (Co-lead) – Vice President of Educational Services, WHCL
Kevin Cobb – District Architect
Anne Jorgens – Budget Services Supervisor, WHCCD
Michelle Kozlowski – Associate Vice Chancellor, WHCCD
Jill Stearns[2] (Co-lead) – Vice President of Educational Services, WHCC
Ken Stoppenbrink – Deputy Chancellor, WHCCD

[1] Left WHCC June 2012

[2] Left WHCC June 2011

West Hills College Lemoore Campus Highlights Since 2011

West Hills College Lemoore is proud of its long-standing and successful philosophy of being innovative, progressive, and dynamic in areas to improve student's access, success, and matriculation. Since 2011 West Hills College Lemoore has continued this culture by instituting or refining a variety of campus activities. Below is a partial list of campus highlights.

Administrative Interns

The College has provided year-long administrative experiences to four full time faculty as educational services or student services interns. The interns have attended administrative meetings, accepted committee responsibilities beyond the normal expectation of faculty, and worked on special projects under the guidance of the administrative staff.

Student Success Teams

The College administration, in an effort to increase efficiency in our student services offerings, implemented a reorganization plan within which all of student services staff is gathered into teams according to learning area. Each team includes an administrator, student services assistant, counselor, advisor and other support staff. Students are assigned a team according to their major. Student Success Teams take the lead in scheduling student educational plans, orientations, intervening in academic probations and early alert issues, and student development in general.

SharePoint for College Communication

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

TAACCCT Grant Lead Agency

West Hills College Lemoore successfully received a $19.9M grant from the Department of Labor and the Department of Education to improve retention and completion rates. The grant, known as the C6 Grant, benefits 11 community college partners with West Hills College Lemoore as the lead agency.

HOPE Initiative

The College developed an initiative called "Having Opportunity and Promise through Education" or HOPE to improve high school matriculation activities. For example, the HOPE initiative moved application and placement testing to sophomore and junior years in our feeder high schools. Another change brought on by the HOPE Initiative is that in 2011 high school seniors with all matriculation components in place earned priority registration. The first cohort of priority registration qualified seniors showed a marked increase both in the number of units attempted in their first semesters and year to year persistence prior to HOPE.

FYE

In the fall of 2012 West Hills College Lemoore began a First Year Experience (FYE) program that paired a student's English course with either a college success course or communication course in a learning community format. One hundred thirty six students completed the FYE program in the first semester.

B2S

West Hills College Lemoore began a summer bridge program in the summer of 2011 to accelerate student's completion of basic skills classes through the completion of a full level of English (both reading and writing) and a level of math (either through a class or workshops) in a three to six week format. Since 2011, 50 students have completed their Basic Skills English classes in six weeks or less.

Service Learning

Service Learning was implemented in a comprehensive and cohesive manner in the fall of 2012 when five learning communities and some additional classes committed to incorporating this learning methodology in their classes. As a result, 15 classes included service learning which impacted approximately 220 students and countless members of the community served.

Eagle Dayz

Eagle Dayz is an event for high school seniors who have completed a college application, placement tests, and financial aid applications in preparation for coming to West Hills College Lemoore. At Eagle Dayz, students participate in orientation and educational planning in addition to other readiness activities and are eligible for priority registration.

Leadership Academy

In summer of 2013, the College held its inaugural Leadership Academy. The Academy is a leadership retreat to develop student leaders and prepare them for service to the college community in student government and on campus activities. More than 20 students spent the weekend together in training with our sociology faculty to grow as individuals and as a leadership team.

Women's Basketball

In August 2012 West Hills College Lemoore hired a fulltime women's basketball coach to start a women's basketball program. The Lady Golden Eagles participated in the Central Valley Conference in the 2012-13 season and fielded a highly competitive team.

Golden Eagle Arena

The West Hills College Lemoore Golden Eagle Arena opened its doors to the public in 2011 by hosting Sarah Palin. The 55,000 square foot building has also been the site of numerous other college activities, speakers, conferences, and athletic events when not in use by our intercollegiate athletic teams or physical education activity classes.

Community Education and Contract Education

West Hills College Lemoore has increased its course offerings in our community education format and with our community businesses via contract education. This has had the impact of replacing sections removed from our schedule due to budget reductions and to provide training opportunities to employees in area businesses.

Success and Retention Increase

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

Closing the Gap

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

CID and Transfer Degrees

California Senate Bill 1440 established the importance of transfer level community college degrees to ensure acceptance at public four-year colleges and universities. West Hills College Lemoore is aggressive in achieving our goal of completing 11 transfer degrees by August 2014.

Student Education Planning

In the fall of 2010 West Hills College Lemoore strategically changed the student educational planning process. As a result, the rates of students completing a student educational plan went from 222 in the fall of 2009 to 898 in the fall of 2010; in the fall of 2012, 1282 educational plans were completed.

Priority Registration

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

State Chancellor Visit

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

Board of Governors Meeting

The California Board of Governors held their September 9-10, 2013 meeting on the West Hills College Lemoore Campus. This provided the College to showcase the success of a small rural college as well as the challenges faced by its students and communities.

Teacher Trade and Talk (T-n-T)

West Hills College Lemoore, in response to reduced staff development dollars, conducted an in-house staff development activity tied to classroom observations of other instructors. Over 70 faculty have benefited from this program and it is expected to be an annual event.

SloNoProNo

Prompted to set aside large amounts of time to complete large projects, West Hills College Lemoore instituted a series of Friday workshops devoted to student learning outcomes and program review called SloNoProNo. These periodic sessions resulted in very good attendance and almost 100% completion of student learning outcomes and program reviews.

District Learning Area Meetings

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

Additional Faculty Duty Days

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

Student Success Task Force

The Student Success Task Force, established by Senate Bill 1143, released 22 recommendations for student success in January of 2012; of the 22 recommendations, 20 were campus based. When the recommendations came out, West Hills College Lemoore was pleasantly surprised to discover that 10 of the recommendations had already been implemented and five additional recommendations were in progress for implementation.

Commission's District Recommendation 1

In order to increase effectiveness, the Commission recommends that the District work with the Colleges to clearly delineate responsibility of each District service with relationship to corresponding College services. The Commission 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, and IV.B.3.g)

Response

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

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

The final draft of the updated Function Map was reviewed by the Leadership Retreat Group in January 2013. The group suggested additional changes which were incorporated and further reviewed by the Chancellor's Executive Cabinet in February 2013 with a final review of the document completed in June 2013. The new Function Map was posted on the website on July 1, 2013. (D1.1) A final recommendation was that the Function Map be explained during each new employee orientation to establish consistency of information distribution.

The recommendation response team also assessed the District's program review schedule and template and made recommendations for improvement. The template was updated to include Administrative Unit Outcomes (AUOs) (D1.2), and an additional section was added for departments to provide a summary on progress made on needed improvements identified in the previous program review. (D1.3) Additionally, the schedule was updated to reflect current District departments and the responsible administrator.

After the program review document is completed, the review process begins with review by the department's supervising administrator. The program review is then submitted to each College's

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

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

Supporting Documentation

D1.1 District Function Map
http://www.westhillsCollege.com/District/about/org_structure.asp
D1.2 District Program Review Template
https://my.whccd.edu/committees/dpr/default.aspx
D1.3 District Program Review Schedule
https://my.whccd.edu/committees/dpr/default.aspx

Commission's District Recommendation 2

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

Response

As reflected in the 2009-2012 Distance Education Strategic Plan (D2.1), the West Hills Community College District continually analyzes, anticipates, and manages the implementation and improvements for distance education. The District's goal is to ensure the maximum benefit to students, the community, and the most beneficial return on investment. The District holds online instruction to the same high standards expected from traditional face-to-face methodology.

Prior to 2011, online instruction was monitored by a District instructional administrator specifically assigned to manage the online program. During this time, online adjunct faculty evaluations were conducted by this administrator, but the final and formal evaluation results were not always shared with the College's chief instructional officer. Effective summer 2011, the process was changed to involve each College's chief instructional officer. While any College instructional administrator can conduct the evaluation and create the documentation for online faculty, the chief instructional officer is forwarded all evaluation materials for review before being placed in the faculty member's personnel file. Beginning in summer 2012, all online evaluations became a College function as described below.

In accordance with the collective bargaining agreement (CBA) between the West Hills Community College District and the West Hills College Faculty Association, the evaluation process of full time faculty is clearly delineated. Tenured full time faculty are formally evaluated at least once every three years. Non-tenured full time faculty are evaluated annually. Two peers and an administrator comprise the evaluation team and a common classroom observation form is used by all members of the team. (D2.2, D2.3) The evaluation of online instructors is handled using the same evaluation process as a face to face faculty evaluation, including student surveys.

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

review of course documents including syllabi, student learning outcome documentation, and an evaluation summary. (D2.4)

Prior to 2009, the same student survey instrument had been used to evaluate all instruction whether it was face-to-face or online. The West Hills Community College District recognized that the same survey instrument could not be used for online instruction since some of the questions were irrelevant or relevant questions to online instruction were not specifically asked. Therefore, the West Hills Community College District negotiated with the West Hills College Faculty Association and developed a student evaluation questionnaire specifically designed for online instruction. (D2.3) This evaluation tool has been used since 2009. Similarly, the evaluation team observation form for online courses was created and included in the 2009 collective bargaining agreement. The revised evaluation team observation form includes items specific to the online learning environment and distance education methodology. (D2.3, D2.5)

The administrator leading the full time or adjunct faculty evaluation process is responsible for summarizing the evaluation and making sure that all pertinent documentation is placed in the personnel file located in the Human Resources Office at the West Hills Community College District Office. A common theme of the administrator's documentation is to determine the effectiveness of teaching and student learning including the development and assessment of student learning outcomes. For emphasis, a specific section of the faculty member's evaluation process is to discuss the development and assessment of student learning outcomes. (D2.6)

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

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

Supporting Documentation

D2.1   District Strategic Plan for Distance Education
        http://westhillsCollege.com/District/about/strategic-plans.asp
D2.2   Classroom Team Observation Form for Face-to-Face Classes (pages 62-63)
        http://www.westhillsCollege.com/District/employee_resources/human_resources/contract
        s/documents/CTAContract2009-2012.pdf#page=61
D2.3   Classroom Team Observation Form for Online Classes (pages 64-65)
        http://www.westhillsCollege.com/District/employee_resources/human_resources/contract
        s/documents/CTAContract2009-2012.pdf#page=63

D2.4   Adjunct Faculty Evaluation Packet
http://www.westhillsCollege.com/documents/program-review/2.3-Adjunct-Faculty-Evaluation-Packet.pdf

D2.5   Student Evaluation Form for Online Courses (pages 66-69)
http://www.westhillsCollege.com/District/employee_resources/human_resources/contracts/documents/CTAContract2009-2012.pdf#page=65

D2.6   Full Time Faculty Evaluation Narrative Illustrating SLO accomplishments
http://www.westhillsCollege.com/documents/program-review/2.5-Faculty-Evaluation-to-Reflect-SLO-Activity.pdf

Commission's District Recommendation 3

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

Response

The District has developed a model for facilities preventive maintenance including staffing and equipment replacement for facilities and technology that addresses the total cost of ownership. The District architect, District and College administrators, faculty, and staff engaged in discussions regarding existing and future challenges in facilities management. Guided by the dialogue and identified concerns, the District's architects developed the West Hills Community College District Preventive Maintenance Program. (D3.1)

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

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

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

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

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

and efficiently and are able to evaluate the location of the main problem areas at College and District locations.

The District and Colleges are now utilizing a Total Cost of Ownership process during its planning. The Total Cost of Ownership determines the facilities usage data and costs of operation in making decisions regarding capital development.

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

In 2012-2013, each College was appropriated a substantial and equal allocation to be used for facilities and technology needs. Each College's facilities committee meets one or two times each month to review College needs, prioritize their needs, and allocate funds for each project. The project is a campus driven function based on needs and committee recommendations. (D3.2)

Supporting Documentation

D3.1 Preventive Maintenance Program
http://www.westhillsCollege.com/documents/program-review/3.1-Preventive-Maintenance-Program.pdf
D3.2 Facility Committee Minutes
- West Hills College Coalinga
http://www.westhillscollege.com/coalinga/about/governance_planning/facilities_develop/index.asp
- West Hills College Lemoore
https://my.whccd.edu/organizations/SharedGovernance/fsac/default.aspx

Commission's District Recommendation 4

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

Response

The recommendation response team held meetings in September and October 2011 to establish the review process needed to address this recommendation. It was determined that the response team would develop a survey to measure both the effectiveness and transparency of all District and College committees. (D4.1)

The response team designed an assessment instrument that used a Likert scale rating method and allowed respondents the ability to comment. The instrument itself had 14 questions addressing committee effectiveness and nine items designed to measure communication and transparency. In mid-October 2011, the West Hills Community College District Committees Communication & Effectiveness Survey was sent out to members of the twenty-seven (27) District and College participatory governance committees via Survey Monkey. Following the survey, the results were shared with the Chancellor's Executive Cabinet and both primary participatory governance committees at the Colleges (West Hills College Coalinga College Planning Council and West Hills College Lemoore Planning and Governance Council). The survey response rate was 61%. (D4.1) The survey was sent to participatory governance committees at both Colleges again in 2012 and 2013 and has become an annual performance measure to determine the effectiveness and transparency of committee communications. The most recent survey results were shared in May 2013. A follow up survey is being sent in October 2013 asking participatory governance committee members to share how they are using the survey results to improve transparency and communication at their Colleges. This is the responsibility of the office of the Associate Vice Chancellor of Academic and Information Services.

A link has been established on the District's portal to view the annual results of the West Hills Community College District Committees Communication & Effectiveness Survey. (D4.1)

The recommendation response team also planned for additional avenues and venues for utilizing the survey results to improve transparency and timely communication. Survey results will be annually reviewed by the Chancellor's Executive Cabinet to identify areas needing improvement. Follow up discussion will occur at the College's participatory governance based committees. Additionally, the Chancellor's Executive Cabinet will work to address District committee structure, leadership, and communication concerns. College committee chairs will be accountable for making the necessary improvements to address areas of low ratings for their respective groups. (D4.2)

The District is incorporating the evaluation of committee protocols and practices into its planning processes, thus increasing overall committee effectiveness through the ongoing and systematic cycle of evaluation, implementation, improvement, and re-evaluation. In the past

year, the West Hills Community College District's Leadership Retreat Group has expanded its membership to include additional faculty and classified leadership participants.

In September 2011, job duties for participatory governance faculty (Academic Senate Chair and Curriculum Chair) receiving release time were developed and implemented and include the responsibility of communication to peers and constituents. Faculty who serve in these positions have contracts that allow for reassigned time for purposes of communication with their committees and peers regarding information related to the College's business and their committees' assignments. (D4.3)

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

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

Supporting Documentation

D4.1   West Hills Community College District Committees Communication & Effectiveness Survey
        http://www.westhillsCollege.com/documents/program-review/4.1-Committee-Communication-&-Effectiveness-Survey-Results-2011.pdf
D4.2   Results of the WHCCD Governance Committee Communication & Effectiveness Survey, May 2013
        https://my.whccd.edu/organizations/reporting/Documents/WHCCD%20Committee%20Communication%20and%20Effectivenss%20Survey%202013%20final.pdf

D4.3 Job Description of Faculty Reassigned Duties and Responsibilities for Participatory Governance
https://my.whccd.edu/organizations/hr/Job%20Description/Forms/Public%20View.aspx?RootFolder=%2Forganizations%2Fhr%2FJob%20Description%2FFaculty&FolderCTID=0x0120003CF9E805DC4EAF46A10B24E738ED51A1&View={7543E17B-C54E-40C8-9652-34931E238ED8}

Commission's District Recommendation 5 Response

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

Response

As indicated in the March 2012 follow up report, all West Hills Community College District Board Policies and Administrative Procedures continue to be posted on the District's website. This includes the policies and procedures that are in the old numbering system (3-digit) which are being phased out and replaced with policies and procedures in the (4-digit) numbering system implemented by the Community College League of California's Policy and Procedure Service. (D5.1)

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

Supporting Documentation

D5.1   West Hills Community College District Board Policies and Administrative Procedures
        http://www.westhillsCollege.com/District/about/board_trustees/policies/index.asp

Commission's District Recommendation 6

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

Response

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

The administration of distance education at the West Hills Community College District has seen some changes since 2011. During the summer and early fall of 2011, the District's Vice Chancellor of Educational Services and Workforce Development met with the chief instructional officers from each College along with the District's Associate Vice Chancellor of Educational Services and Information Technology to delineate all duties associated with distance education. The result of these meetings was to endorse that all instructionally related responsibilities of distance education would be given to the chief instructional officer of each College. Specifically, starting in the summer of 2012, each College Chief Instructional Officer (CIO) was responsible for online schedule development, faculty assignment, faculty evaluation, and the review of all instructionally related documentation including syllabi, attendance, student learning outcomes, and grades. The CIOs monitor distance education curriculum activity, their own College's online budgets, the College Curriculum Committee meetings, and advocate for the delivery of courses in an online format when appropriate and consistent with program review. The District assists in the coordination and delivery of the necessary technology support and training.

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

The College CIOs coordinate online course offerings each semester between the two colleges within the West Hills Community College District, collaborating on scheduling, staffing, program operation and online budgets; however, each CIO has ultimate authority over their own course schedule with a priority given to creating a course schedule that supports College degree

completion. With regard to distance education staffing and scheduling, the CIOs work collaboratively to develop a distance education schedule for their respective College. This collaboration maximizes resources and provides an improved opportunity for students to complement their face-to-face class schedule or work schedule.

Evaluation of full time faculty who teach online courses is guided by the collective bargaining agreement between the West Hills Community College District and the West Hills College Faculty Association. The Collective Bargaining Agreement delineates the evaluation procedure including the timeline, role of participants, and forms. To better fit the online learning environment, the CBA includes an Online Instructor Team Evaluation Form which is used in place of the Team Evaluation Form for traditional classroom instruction. The Online Instructor Team Evaluation Form affords guided peer or administrator review of the online course section consistent with strong distance learning methodologies. With the exception of the observation form, there is no difference in the evaluation procedure of online faculty and traditional face-to-face classroom faculty, and all full time faculty are evaluated according to the process and timeline established in the CBA. (D6.1)

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

An evaluation of the District-wide distance education program was conducted in 2009 which led to the development of the District's Distance Education Strategic Plan 2009-2012. (D6.2) In order to ensure broad based campus leadership, a representative group of stakeholders including students, full time and adjunct faculty, the District Chancellor, College Presidents, staff, and administrators met over a day and a half. Participants discussed and prioritized characteristics that a model distance education program should aspire to achieve.

As part of the ongoing and systematic cycle of evaluation, the District included distance education programs as part of the overall District strategic planning process in 2010. During the development of the 2011-2015 District Strategic Plan, it was determined to include a comprehensive effectiveness model based on the American Association of Community Colleges Core Indicators of Effectiveness for Community Colleges that delineates distance education program benchmarks. (D6.3)

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

Supporting Documentation

D6.1   Collective Bargaining Agreement between the West Hills Community College District and the West Hills College Faculty Association/CTA/NEA
http://www.westhillsCollege.com/District/employee_resources/human_resources/contracts/documents/CTAContract2009-2012.pdf

D6.2   District Distance Education Strategic Plan 2009-2012
http://westhillsCollege.com/District/about/documents/strategic-plan-distance-education.pdf

D6.3   District Strategic Plan 2011-2015
http://www.westhillsCollege.com/District/about/documents/WHCCD_StrategicPlan_final_3-7-11.pdf

Visiting Team's College Recommendation 1

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

Response

Student Learning Outcomes (SLO) and authentic assessments are in place for courses, programs, support services, certificates, degrees, and the institutional as a whole at West Hills College Lemoore (WHCL). WHCL has established quality assurance measures in its revision and assessment of SLOs at the course and program level and expanded campus dialogue about teaching methods and tools that improve student learning. WHC Lemoore has established a level of implementation that is clearly at the proficiency level and in some areas at the level of sustainable continuous quality improvement when analyzed through the ACCJC/WASC rubric. This conclusion is based on the activities involved in the preparation and production of this Midterm Report, campus wide dialogue with various groups on campus, and through the production of the ACCJC/WASC SLO report (March 2013).

WHCL has developed an efficient method of tracking and archiving SLOs with an emphasis on both quality and quantity. An assessment cycle has been established for course and program level SLOs and a system of review has been established to ensure quality authentic assessments. (C1.1)

The Student Learning Outcome Committee (SLOC) is the primary group that is responsible for ensuring the quality and quantity of the SLO work that is completed at the College. (C1.2) The SLOC has created clear protocols that explain how often SLOs should be assessed, how many SLOs should be assessed, and who is responsible for the completion of SLOs in each learning area. (C1.3)

At WHCL, an instructional program is defined as one that leads to a degree or State Chancellor's Office recognized certificate. West Hills College Lemoore clearly aligns course level SLOs with program level SLOs. The instructional program SLO forms require program level SLOs to be mapped back to individual courses required by that instructional program. (C1.4) The assessment cycle for SLOs is designed so that every odd year all Course Level Student Learning Outcomes (CLO) are assessed and analyzed (e.g., 2013-2014) and every even year all Program Level Student Learning Outcomes (PLO) are assessed and analyzed (e.g., 2012-2013). The SLOC strategically designed this cycle so that results from the CLOs can be used to support the PLOs. This cycle also ensures alignment of the course and program level outcomes and confirms that the College has accurate, recent, and relevant data to inform decision-making with respect to curriculum, budget, professional development, and scheduling.

During the 2011-2012 Course Level Student Learning Outcomes (CLO) cycle 95% of our 278 courses offered completed the cycle. During the 2012-2013 Program Level Student Learning Outcomes (PLO) cycle 92% of our 20 instructional programs and 86% of our eight institutional support programs completed the cycle. (C1.5, C1.6) Additionally, in the past two years the College has assessed 100% of the six Institutional Student Learning Outcomes.

The SLO Committee is made up of the SLO chair (faculty member), a SLO Committee co-chair (faculty member), a faculty member from each of our six learning areas (known as SLO representatives), and a designated administrator. (C1.2) The Student Learning Outcomes Committee SharePoint portal team site is accessible for all faculty, staff, and administration and is the warehouse for SLOs at West Hills College Lemoore. The SLOC team site includes SLO protocols, assessment data and tracking for course level and program level SLOs, and historical information related to SLOs. (C1.7)

Completed course level and program level SLO forms are posted at the conclusion of a SLO assessment cycle and include assessment data, analysis, and how the results will be used to improve learning. The SLO team site is systemically reviewed and managed by the SLOC chair. The SLOC representatives from each of the learning areas at the College are able to input relevant information pertaining to their learning area on the portal team site.

The updating and quality review of the SLO documentation on the SLOC team site is the responsibility of the learning area SLO representatives and the uploaded documents are regularly reviewed by the SLOC chair and a designated administrator for quality. The President's Executive Cabinet regularly provides oversight to the SLOC. (1.8) The SLOC SharePoint portal team site is the primary source for generating comprehensive assessment reports that are required by the ACCJC/WASC for the Annual Report. The College's Chief Instructional Officer (CIO), in conjunction with the SLOC chair and District Office, produces the Annual Report which is a snapshot of the institution's progress on SLO development, assessment, and analysis.

There is widespread and ongoing institutional dialogue about SLO assessment results and identification of gaps at WHCL. Members of the Student Learning Outcome Committee consistently report information related to assessment results and identification of gaps at regularly scheduled meetings on campus including learning area meetings, flex and duty day workshops, the President's Executive Cabinet, and the WHCL Academic Senate. This ongoing dialogue is purposefully aligned to institution-wide practices to support and improve student learning through discussion and action at the President's Executive Cabinet, the Institutional Effectiveness and Program Review Committee, and the Planning and Governance Council. (C1.9, C1.10, C1.11)

The Institutional Effectiveness and Program Review Committee works with faculty to incorporate SLO information and results into their program reviews. The program reviews are then shared and discussed at the Planning and Governance Council which is the primary shared governance decision-making group at the College. (C1.12) Program reviews that are approved by Planning and Governance Council are then linked to the Budget Allocation Committee and their work with budget development and implementation and their focus on resource allocation to support and improve student learning. The College work related to SLOs is shared on a

regular basis with key district personnel as part of the ongoing planning processes including regular presentations at the Strategic Planning Council and the West Hills Community College District Board of Trustees. (C1.13, C1.14)

Faculty and staff consistently dialogue about the results of assessment and how to improve student learning. The dialogue for CLOs occurs throughout the SLO cycle as assigned faculty go through the five stages of the SLO process: 1) writing or revising SLOs, 2) writing or revising assessments, 3) conducting assessments, 4) gathering and analyzing data and results from the assessments, and 5) using the results of the assessments to improve student learning.

Full time faculty are assigned to complete the SLO process for each course being taught in their learning area and are responsible for coordinating with adjunct faculty who teach the course. (C1.15) Adjunct faculty are further included in the institutional dialogue about SLOs through the adjunct orientation and invitation to relevant workshops. (C1.16) This dialogue continues on a regular basis in ongoing venues such as the SLOC, learning area meetings, and during flex day and duty day activities. (C1.17, C1.18)

Additionally, monthly SLO workshops, known as SloNoProNo workshops, are conducted on campus to facilitate SLO development and analysis for courses and programs. (C1.19) The workshops include presentations on SLO best practices and provide opportunities for faculty to collaborate. Informal faculty dialogue also occurs in a variety of venues outside the formal committees and workshops and further enhances student learning. For example, the faculty teaching communications courses (both full time and adjunct) meet on a regular basis to discuss assessment results. An outcome of their meetings was to norm the speech rubrics in the communications classes to ensure quality learning and consistency. (C1.20)

West Hills College Lemoore works strategically to inform students and make them aware of SLOs and the goals and purposes of the program and courses in which they are enrolled. Faculty are required by the College to include CLOs on their syllabi and the College's Office of Instruction regularly reviews the syllabi to ensure this is being completed. (C1.21) The CLOs are integrated into instruction throughout the semester making them transparent to the students. For example, CLOs can be a component of a quiz, examination, essay, or other appropriate assignments as determined by the instructor. PLOs were included in the most recently published college catalog (2012-2014) for some of the programs at the College. (C1.22) The next edition of the complete college catalog will be published in 2014 and will include all PLOs with the intent being to inform students and build awareness of the goals and purposes of the programs in which they are enrolled. The PLOs are also available for public viewing on the WHCL website. (C1.23)

As part of the College's commitment to reach the level of sustainable continuous quality improvement, a survey was administered to full time faculty, adjunct faculty, and program directors in the spring 2013 semester. The survey helped the College to assess strengths and identify areas for improvement in the SLO process. Some key findings from the survey of full time faculty and program directors are that faculty are highly knowledgeable about the role and purpose of SLOs, understand that CLOs are required in the syllabus, and that SLOs need to be completed on a regular cycle. The survey also provides proof that faculty are knowledgeable

about how to write effective SLOs, how to analyze SLO information, understand who is responsible for the completion of CLOs and PLOs, and agree that the SLO process has been valuable in improving their course or program. The majority of faculty also agree that the SloNoProNo workshops have been useful. (C1.24) The adjunct faculty survey yielded similar positive results, but some key areas were identified for improvements which were revisions of the CLO forms and being more communicative and purposeful in connecting adjunct faculty to their full-time faculty CLO contact for the course they are teaching. (C1.25)

During the beginning of the semester SLO meeting on August 12th, 2013 the SLOC committee completed some key work in response to the information gathered from the survey. The SLOC reviewed, updated, and revised the CLO forms for ease of use and to provide clarity for the end user. (C1.26) The SLOC also created a SLO flowchart for the College to be included with the established and updated 2013-2014 SLO protocols that were distributed on Flex and Duty Day and are located on the SLOC SharePoint portal site. (C1.27, C1.28) The SLOC also designed specific SLO training for full time and adjunct faculty with a focus on how to analyze the data once it has been captured from the CLO and PLO process and how to implement changes to improve instruction as a result of the analysis of the data. (C1.29) The adjunct faculty orientation on August 14th, 2013 included a PowerPoint presentation on SLO updates and information related to the survey that was administered in the spring semester. (C1.16) A new protocol was implement during the fall 2013 semester that requires full-time faculty to contact the adjunct faculty teaching the designated sections before the end of the third week of instruction.

There are some elements of SLO implementation that we plan to address in the near future as we strive to reach and maintain the level of sustainable continuous quality improvement. The connection between PLOs and institutional SLOs needs to be strengthened. The SLOC has made this an area of focus for the fall semester and additionally the committee will be looking at GE level SLOs to assess their value in the process.

Supporting Documentation

C1.1   Assessment Cycle for CLOs and Assessment Cycle for PLOs
https://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SLO%20Assessment%20Schedule/2012-2013%20SLO%20Protocols.docx

C1.2   Committee Membership
http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/WHCL%20SLO%20Forms/SLO%20Committee%20Governance%20Form.docx

C1.3   SLO Protocols for 2011-2012 and 2013-2014
http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SLO%20Assessment%20Schedule/2011-2012%20SLO%20Protocols.docx
http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SLO%20Assessment%20Schedule/2013-2014%20SLO%20Protocols.docx

C1.4   PLO Form Model Example
http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SLOs/Biology%20Program%20SLO.doc

C1.5   CLO Tracking Forms 2011-2012
       http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SL
       O%20Tracking/Course%20Level%20SLO%20Tracking%20(2011-2012).xlsx

C1.6   PLO Tracking Forms 2012-2013
       http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SL
       O%20Tracking/Institutional%20Support%20PLO%20Tracking%20(2012-2013).xlsx
       http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SL
       O%20Tracking/Instructional%20PLO%20Tracking%20(2012-2013).xls
       http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SL
       O%20Tracking/Non-Instructional%20PLO%20Tracking%20(pre%202012).xlsx

C1.7   SLOC SharePoint Portal Screen Shot
       https://my.whccd.edu/organizations/SharedGovernance/whcl_slo/default.aspx

C1.8   PEC Agenda and Minutes
       http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.8-Agenda.pdf
       http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.8-Minutes.pdf

C1.9   WHCL Academic Senate Agenda and Minutes
       http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.9-Agenda%2011-25-
       13.pdf
       http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.9-Minutes%2011-25-
       13.pdf

C1.10 IEPRC Agenda and Minutes
       https://my.whccd.edu/organizations/SharedGovernance/whcl_program_review/Document
       %20Library/Agendas%20and%20Minutes/Agendas/IEPRC%20Agenda%201-29-
       2013.doc
       https://my.whccd.edu/organizations/SharedGovernance/whcl_program_review/Document
       %20Library/Agendas%20and%20Minutes/Minutes/IEPRC%20Minutes%201-29-
       2013.doc

C1.11 PGC Agenda and Minutes
       https://my.whccd.edu/organizations/SharedGovernance/whcl_planning_governance_coun
       cil/Shared%20Documents/2012-
       2013/March%2020%202013/PGC%20Agenda%20March%2020%202013.docx
       https://my.whccd.edu/organizations/SharedGovernance/whcl_planning_governance_coun
       cil/Shared%20Documents/2012-
       2013/March%2020%202013/PGC%20Minutes%20March%206%202013.docx

C1.12 Sample Program Review with SLO Information
       http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.12.pdf

C1.13 Strategic Planning Committee Agenda and Minutes
       http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.13-Agenda.pdf
       http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.13-Minutes.pdf

C1.14 WHCCD Board Meeting Agenda and Minutes
http://www.westhillscollege.com/district/about/board_trustees/agendas_minutes/documents/01_15_13_agenda.pdf
http://www.westhillscollege.com/district/about/board_trustees/agendas_minutes/documents/01_15_13_minutes.pdf

C1.15 Faculty contact list for SLOs
http://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SLO%20Assessment%20Schedule/2013-2014%20SLO%20Protocols.docx

C1.16 Adjunct Faculty Orientation Agenda and PowerPoint
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.16.pdf
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.16-PPT.pdf

C1.17 Sample Learning Area Meeting Agenda and Minutes
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.17-Agenda.pdf
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.17-Minutes.pdf

C1.18 Sample Flex Day Agenda and Presentations
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.18-PPT.pdf

C1.19 SloNoProNo Workshop Schedule and Sample Sign-in Sheet
https://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SLO%20Assessment%20Schedule/2013-2014%20SLO%20Protocols.docx
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.19-Sample-Sign-in-Sheet-P.%201.jpg
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.19-Sample-Sign-In-sheet-p.2.jpg

C1.20 Communication Faculty Rubric for Speeches
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.20.pdf

C1.21 Sample Syllabi
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.21.pdf

C1.22 WHCL 2012-2014 Catalog Illustrating PLOs
http://westhillscollege.com/lemoore/academics/catalog/whcl-catalog-2012-2014.pdf

C1.23 SLOC SharePoint Portal Screen Shot
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.23.jpg

C1.24 Full-Time Faculty SLO Survey
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.24.pdf

C1.25 Adjunct Faculty SLO Survey
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.25.pdf

C1.26 New CLO Form
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.26.pdf

C1.27 Flowchart for SLOs
http://www.westhillscollege.com/documents/whcl-accred-rec-1/c1.27.pdf

C1.28 2013-2014 SLO Protocols
http://www.westhillscollege.com/documents/whcl-accred-rec-1/C1.28.pdf

C1.29 SloNoProNo Workshops for 2013-2014
https://my.whccd.edu/organizations/SharedGovernance/whcl_slo/Course%20Level%20SLO%20Assessment%20Schedule/2013-2014%20SLO%20Protocols.docx

Visiting Team's College Recommendation 2

In order to meet the Standards, the team recommends that the college enforce its five-year course review policy for curriculum review processes and cycles so that all curricula across the college are reviewed consistently and regularly. (II.A.2, II.A.2.a, II.A.2.c, II.A.2.e, II.A.2.f)

Response

West Hills College Lemoore (WHCL) has an active Curriculum Committee that meets on a regular basis. Each of the six Learning Areas are represented at these meetings along with the College's Chief Instructional Officer. The faculty co-chair is provided with 40% release time each semester to adequately provide leadership to the Curriculum Committee and its processes.

The Curriculum Committee met twice monthly until 2012. However, the frequency of meetings were increased beginning with the fall 2012 term to allow for more regular and consistent review of existing course outlines, approving new courses, approving new programs, course requisites, distance education proposals, and student grade appeals. (C2.1)

Once approved by the Curriculum Committee all WHCL courses and programs are submitted to the District Education Coordinating Council (DECC) for review and compliance with district guidelines and to seek consensus with West Hills College Coalinga in areas of requiring commonality. Membership of DECC is a broad representative of College and district staff involved in curriculum related matters. (C2.2, C2.3)

During its visit in the spring 2011, the visiting team identified issues related to the currency and the review process of curriculum and course outlines. The concern from the visiting team was that the curriculum review process was inconsistent and some course outlines and programs had not been recently reviewed. In an assessment of actual course outlines, the team discovered that there were many courses on file that had not been reviewed for more than 10 years. Furthermore, the team identified that the Curriculum Committee had not enforced its own review timeline.

Since the visit, the Curriculum Committee has implemented a new meeting schedule (C2.4), curriculum tracking database (C2.5), and faculty training workshops. (C2.6) At the beginning of each academic year a curriculum meeting schedule is presented by the faculty co-chair on Flex Day for faculty review and discussion. (C2.7) The schedule includes calendar dates for Curriculum Writing Workshops, Technical Review Committee meetings, and Curriculum Committee review and approval meetings. In addition, an annual academic calendar with curriculum related dates including DECC and Board of Trustee meetings are posted on the College portal's Curriculum Team Site homepage. (C2.8)

In 2012 the Curriculum Committee approved course outlines that met the five-year review deadline. In addition, some course outlines were approved that were older than five years. Courses not currently offered (through inactivation, deletion) were not considered.

In the spring 2013 WHCL implemented Friday curriculum workshops that assisted faculty with updating course outlines by providing technical assistance and support. These workshops were led by the Curriculum Committee co-chair were effective, well attended, and streamlined the curriculum process. Courses no longer having relevancy have been inactivated or deleted. (C2.6)

The average number of course outlines considered per Curriculum Committee meeting is approximately 64. Each semester the Curriculum Committee designates a curriculum proposal deadline to encourage faculty to develop and revise courses and programs during the first four weeks of the semester in conjunction with the curriculum writing workshops. However, the committee accepts and reviews curriculum requiring a five-year review or those with time sensitive grant funded deadlines throughout the semester.

During the fall and spring Flex Days, full time faculty receive an updated course outline review tracking schedule. The curriculum tracking schedule contains a cumulative master list and individual learning area summaries identifying the lead faculty for each course, the semester curriculum was initially approved by the Board of Trustees, and subsequent five-year reviews completed or required. The database is updated each semester following Board of Trustee approval. Faculty review the schedule and are assigned the responsibility to ensure a course outline is updated. In such cases when a discipline has no full time faculty, faculty from other related disciplines accept the responsibility of updating course outlines. (C2.5) In some incidences, adjunct faculty are asked to review and update course outline when full time faculty do not have expertise in a specific discipline.

During these flex day meeting, curriculum in the third year of the review cycle are identified and assigned to appropriate faculty to ensure completion by the end of the fifth year. (C2.7) In the fourth year of the review cycle faculty are encouraged to begin the course revision process by attending curriculum workshops, initiating learning area discussions regarding curriculum updates or changes, requesting institutional data for validating prerequisites, and researching textbook materials, and drafting the Course Outline of Record. By the fifth year of the review cycle, faculty are expected to submit a final draft of their curriculum to the Technical Review Committee for feedback and recommendations. Following technical review, the faculty author is provided a timeline for completing revisions and submission deadline to the Curriculum Committee for subsequent reviews ensuring approval by the end of the five year review cycle. (2.9) Copies of the outline review schedule are provided to each learning area administrator. The learning area administrator regularly reviews the progress of updating course outlines are in learning area meetings. Learning area administrators, as part of the faculty evaluation process, assess faculty participation and progress in ensuring the five year schedule is up to date.

As a result of all these efforts, the College has made highly significant improvements in its review of course outlines. The current percentage of course outlines that have been reviewed within five years is 87% compared to a value less than 50% at the time of the 2011 visit. The full implementation of our plan in the future will result in 100% compliance.

Supporting Documentation

C2.1   West Hills College Lemoore Curriculum Committee Meeting Agenda
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.1.pdf
C2.2   WHCCD District Educational Coordinating Council Meeting Agenda
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.2.pdf
C2.3   WHCCD District Educational Coordinating Council Meeting Minutes
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.3.pdf
C2.4   West Hills College Lemoore Curriculum Committee 2013-4 Meeting Schedule
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.4.pdf
C2.5   West Hills College Lemoore Curriculum Tracking Database
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.5.pdf
C2.6   West Hills College Lemoore Curriculum Workshop Announcement
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.6.pdf
C2.7   West Hills College Lemoore Flex Day Schedule, Fall 2013
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.7.pdf
C2.8   West Hills College Lemoore Curriculum Committee SharePoint Portal Site Homepage
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.8.png
C2.9   West Hills College Lemoore Curriculum Timeline for Completing Review
       http://www.westhillscollege.com/documents/whcl-accred-rec-2/C2.9.pdf

Visiting Team's College Recommendation 3

In order to meet the Standard, the team recommends that the college establish clear written policies and procedures regarding program elimination and significant changes to programs so that students can arrange to complete course requirements in a timely manner with a minimum of disruption. (II.A.6.b)

Response

In a direct response to the visitation report issued to the College, the WHCCD chancellor, assigned the vice chancellor of educational services and workforce development and chair of the District Education Coordinating Council (DECC) to spearhead the development of a viability and discontinuance policy.

On August 24, 2012, the DECC, which includes Curriculum Committee faculty co-chairs from both College campuses, formed a subcommittee comprised of both Colleges' academic senate presidents, two faculty, and vice chancellor to review policies at other colleges and draft a policy for DECC to review. (C3.1) The subcommittee researched policies and procedures from a number of California Community Colleges including recommendations from the California State Academic Senate, the California Community Colleges Chief Instructional Officers, and the California Community College Association of Occupational Education, and the Desert Regional Consortium.

The subcommittee met on September 12, 2012, and drafted a policy which was presented to DECC on October 26, 2012. This drafted policy was eventually cleared to proceed by DECC on May 9, 2013. The draft was also sent to the District Chancellor's Executive Cabinet where it was reviewed on six occasions from September 2012 through May 2013. The draft was simultaneously sent to both Academic Senates and College Councils for review. The Chancellor's Executive Cabinet reviewed the policy again at its June 2013 meeting and then sent the official draft policy to all constituency groups, thus following the district policy review process.

The Program Viability policy has been assigned WHCCD Board Policy and Administrative Procedure 4021 Program Viability and it has been reviewed and approved by the campus' shared governance committee, the Planning and Governance Council. (C3.2)

This program viability board policy was reviewed by the WHCCD Board of Trustees on January 14, 2014 (C3.3) and approved on February 11, 2014. (C3.4)

Board Policy 4021 and Administrative Policy 4021 will guide the College as it assesses instructional programs. (C3.5)

Supporting Documentation

C3.1 District Education Coordinating Council Minutes
http://www.westhillscollege.com/documents/whcl-accred-rec-3/C3.1.pdf
C3.2 Planning and Governance Council Minutes
http://www.westhillscollege.com/documents/whcl-accred-rec-3/C3.2.pdf
C3.3 WHCCD Board of Trustees Minutes
http://www.westhillscollege.com/documents/whcl-accred-rec-3/C3.3.pdf
C3.4 WHCCD Board of Trustees Minutes
http://www.westhillscollege.com/documents/whcl-accred-rec-3/C3.4.pdf
C3.5 Board Policy/Administrative Procedure 4021 Program Viability
http://www.westhillscollege.com/district/about/board_trustees/policies/index.asp

Visiting Team's College Recommendation 4

In order to meet the Standards, the team recommends that the college allocate sufficient funds for library materials, resources, and services to support student learning. The college should ensure that the quantity, currency, depth, and variety of materials, resources, and services support educational offerings, regardless of location or means of delivery. (II.C.1, II.C.1.a)

Response

Since the team visit in spring 2011 the College has moved with purpose and planning to address the concerns over the WHCL library. This planning has been done by increased dialogue with faculty and through the shared governance and program review processes. (C4.1, C4.2) All budget and staffing requests have been documented in the 2012 Library Program Review and requested through the Budget Allocation Committee (BAC) for consideration. (C4.1, C4.3) Allocations related to library materials and staffing go through the shared governance and program review process as do all College budgets. These requests were based on information from library associations and peer college data.

Allocations for materials since the budget reduction in 2008 have been addressed by the Budget Allocation Committee (BAC) which has supplemented the library with approximately $20,000 per year in 2010, 2011, and 2012 from state lottery funds. Library staff continues to work closely with the BAC and the College governance structure to create a reliable and appropriate library budget. This request process was initiated by the Library Program Review submitted in 2012. (C4.1)

The College has addressed the need for additional resources. The College's Technology Committee created a computer lab replacement cycle designating the library open computer lab as first priority for computer replacement; these computers were replaced in January 2014. The nursing program provided funds that enabled the library to add a new subscription research database (Ovid) to support the nursing curriculum. In order to increase visibility of research materials and services offered by the library, staff has begun creating LibGuides which outline and provide research tools and information on a variety of topics. The already utilized SARS (Scheduling and Reporting Systems) was enhanced to better track tutoring services and gather data on program needs. To further increase access to tutoring services for both campus-based and distance education students, Smarthinking, an online tutoring system, was purchased and implemented. (C4.5)

Library services have also been enhanced since the evaluation team's visit. The College is committed to providing a true teaching library. This is accomplished in part via library orientations requested by instructors that include Information Competency (IC) concepts. In order to enhance IC instruction at WHCL the librarian has begun working with the various instructional Learning Areas to develop a method of IC across the curriculum tied to the SLO process. (C4.6, C4.7)

The Library/LRC in conjunction with the BAC and the College governance structure was able to rehire the Tutoring staff position that had been vacant since May 2011. This request and hiring process was initiated by the Library Program Review submitted in 2012. (C4.1)

Even before the Tutoring program staffing position was filled, the Library/LRC had been able to increase academic support with the creation of the Academic Center of Excellence (ACE) that provides supplemental instruction and faculty/staff driven support to students. A Tutoring Taskforce was also formed in order to address tutoring program concerns and help alleviate the perceived decentralization of the various programs on campus and was instrumental in the successful launch of ACE. (C4.8, C4.9)

The 2012 Library Program Review outlined the need for an entry level library position to enhance the quality and quantity of library services. Although the entry level job description of Library Assistant has been created funds will need to be allocated for any future library positions. In summer 2013 WHCL allocated funding for the Tutorial Specialist position to provide additional support for library programs and services beyond tutoring by enhancing the job duties to also include library specific functions.

The library continues to add to the popular service of providing course textbooks for check out on a regular basis. Funding for the collection is provided by the College's Follett-run bookstore donation of $5,000 per year and state lottery funds.

The library has completed a full assessment cycle of the SLOs developed to enhance student learning. The completed SLOs indicate that a wide range of materials are needed to support ongoing academic research for students at WHCL. (C4.10)

WHCL acknowledges that the quantity of the print collection needs enhancement. Professional organizations and other national and state standards recommend colleges with comparable FTES to WHCL have print collections on the order of 40,000 volumes. West Hills College Lemoore currently houses approximately 32,000 volumes. As stated previously WHCL has and continues to allocate lottery funds to meet the national and state standards.

Currency of the collection is being addressed through an enhanced system of collection evaluation. Each library staff member has been given a section of the collection for constant monitoring. This monitoring will remove, replace, or add materials based on the library collection development policy guidelines which is available at the library team portal site and is the basis for a continued yearly process which will be expanded upon. (C4.11)

The librarian approves all new curriculum as part of our campus curriculum development process. Each Course Outline of Record confirms that the Learning Resources collection has been reviewed by the librarian and the faculty originator. If the resource collection is deemed to be deficient the librarian acquires adequate materials to support the program. Moreover, the librarian communicates with learning area leaders, administrators, staff and students regularly through the shared governance committee structure in order to gain input on collection development and student needs. Additionally, a faculty survey was given in the fall 2012 semester gathering input on which sources are most heavily utilized in courses and to get

recommendations on areas of the collection that need enhancement. The librarian considered the results of the survey as part of the collection development process. (C4.12)

In response to the visiting team's recommendation, the library has increased outreach to faculty in order to purchase materials directly relevant to the curriculum. A thorough collection analysis and evaluation of the medical sections also took place in order to keep the nursing program up-to-date. (C4.13)

A significant amount of research and guidelines created by professional organizations all point to the need for students and faculty to have access to resources in a variety of formats, both printed and electronic, to meet their learning styles and be accessible via multiple delivery methods. WHCL addresses this need with the purchasing of not only print but also electronic resources and subscription research databases. Currently, WHCL library has over 17,000 electronic books available for student uses. (C4.11)

The Library Program Review outlined the need for a professional library position (adjunct) to concentrate on the technical aspects of creating enhanced services to online students. Library staff continues to work closely with the BAC and the College governance structure to create and fund this position. (C4.14) A method of streamlining distance education students' access to research databases is being sought by working with the College's technology committees and district web services. The librarian works with online faculty regularly and educational technology specialists to ensure distance education students have access to and are aware of available resources. (C4.14)

Supporting Documentation

C4.1 Library Program Review
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.1.pdf

C4.2 PGC Minutes
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.2.pdf

C4.3 Area Budget Committee Priority List Input Forms
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.3.pdf

C4.4 Computer Lab Replacement Schedule
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.4.pdf

C4.5 Smarthinking Link
https://services.smarthinking.com/student/services/

C4.6 Information Competency Orientation Materials
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.6.pdf

C4.7 Social Science Learning Area Minutes
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.7.pdf

C4.8 Various ACE Materials
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.8a.pdf
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.8b.pdf
http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.8c.pdf

C4.9   Tutoring Task Force Minutes
        http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.9.pdf

C4.10   Library SLO Assessment Evidence
        http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.10.pdf

C4.11   Printed Copy of Collection Development Policy
        http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.11.pdf

C4.12   Sample of Course Outlines – one with adequate resources, one without
        http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.12a.pdf
        http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.12b.pdf

C4.13   Faculty Survey
        http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.13.pdf

C4.14   Budget Priority List
        http://www.westhillscollege.com/documents/whcl-accred-rec-4/C4.14.pdf

Visiting Team's College Recommendation 5

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

Response

The District has developed a model for facilities preventive maintenance including staffing and equipment replacement for facilities and technology that addresses the total cost of ownership. The District architect, District and College administrators, faculty, and staff engaged in discussions regarding existing and future challenges in facilities management. Guided by the dialogue and identified concerns, the District's architects developed the West Hills Community College District Preventive Maintenance Program. (C5.1)

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

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

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

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

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

and efficiently and are able to evaluate the location of the main problem areas at College and District locations.

The District and Colleges are now utilizing a Total Cost of Ownership process during its planning. The Total Cost of Ownership determines the facilities usage data and costs of operation in making decisions regarding capital development.

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

In 2012-2013, each College was appropriated a substantial and equal allocation to be used for facilities and technology needs. Each College's facilities committee meets one or two times each month to review College needs, prioritize their needs, and allocate funds for each project. The project is a campus driven function based on needs and committee recommendations. (C5.2)

Supporting Documentation

C5.1   Preventive Maintenance Program
       http://www.westhillsCollege.com/documents/program-review/3.1-Preventive-Maintenance-Program.pdf
C5.2   Facility Committee Minutes
       - West Hills College Coalinga
         http://www.westhillscollege.com/coalinga/about/governance_planning/facilities_develop/index.asp
       - West Hills College Lemoore
         https://my.whccd.edu/organizations/SharedGovernance/fsac/default.aspx

Update to Self-Identified Issues

Standard One: Institutional Mission and Effectiveness

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

   The dissemination of institutional outcome results continues to be refined. The data is available on the WHCCD website and reviewed annually at the College's shared governance meetings.

   ☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

Standard Two: Student Learning Programs and Services

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

   The Institutional Effectiveness and Program Review Committee has met with learning area faculty, conducted workshops, updated the program review schedule, disseminate results of SLO assessment, and connected program review to budget.

   ☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

2. *Led primarily by the SLOC and administration, the College will fully implement the course and program level assessment cycle.   The College will be in full compliance with this standard by 2012. (II.A.1.c)*

   The Student Learning Outcomes Committee developed SLO protocols for both courses and programs. These protocols outline the SLO assessment cycle to ensure compliance.

   ☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

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

   The College is responsible for conducting their own adjunct meetings to discuss SLO assessment by adjunct faculty. This issue no longer applies.

   ☐ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

4. *The College will review data (state and local labor market information and institutional effectiveness data) to determine most urgent skills needed for local market to develop a five-year plan for the contract education program. (II.A.2)*

This is no longer applicable to the College as it is now a District level function.

☐ Fully Implemented/Completed ☐ Partially Implemented/Incomplete

5. *The College will examine fiscal allocation resources to determine the timetable when a full-time ESL instructor can be hired. (II.A.2)*

The College administration has plans to develop an ESL program prior to hiring an ESL instructor. It is planned to be implemented in 2015.

☒ Fully Implemented/Completed ☐ Partially Implemented/Incomplete

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

The Curriculum Committee has developed a tracking sheet that is shared with faculty during learning area meetings and semi-annual flex days. During these events out of date course outlines are assigned to full time faculty for compliance. The Curriculum Committee has increased its meeting frequency to accommodate the increase in course outlines to be processed. Currently, the College has reviewed 87% of its course outlines within the five year period.

☐ Fully Implemented/Completed ☒ Partially Implemented/Incomplete

7. *The College will continue to assess and evaluate course level student learning outcomes. Appropriate changes to student learning outcomes will occur upon analysis of results. This activity will be led by the Student Learning Outcomes Committee and all members of the administrative team. (II.A.2.b)*

This has been a focus of the College since our most recent accreditation visit. This issue has been fully met.

☒ Fully Implemented/Completed ☐ Partially Implemented/Incomplete

8. *The College will develop all program level student learning outcomes by following its implementation plan. This activity will be led by the Student Learning Outcomes Committee and all members of the administrative team. (II.A.2.b)*

The only outstanding program without SLOs is in the non-academic area of financial aid.

☐ Fully Implemented/Completed ☒ Partially Implemented/Incomplete

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

    This is no longer applicable. The College catalog and Academic Tracker are used by student and staff access to the most current course, program, and certificate information.

    ☐ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

10. *The College leadership will work with its sister College and District Office to develop a program discontinuation policy by spring 2012. (II.A.6.b)*

    The Colleges and District have developed a program viability process. The WHCCD Board of Trustees approved this new process on February 11, 2014.

    ☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

11. *By the fall of 2011, the vice chancellor of institutional effectiveness and enrollment management will develop electronic student educational plans. (II.B.1)*

    This has been an on-going issue with our data management system. However, the District has not committed the resources to resolve this issue.

    ☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

12. *By the spring of 2011, the dean of students will improve the customer service provided to students from the front counter staff. (II.B.1)*

    The College continuously strives to improve customer service by all staff. In particular, front counter staff are assigned to specific learning area student success teams and cross trained to increase efficiency. Administration has established minimum competencies for each front counter position. Also, professional development activities have been on-going with the staff.

    ☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

13. *By the fall of 2011, the dean of students will increase student awareness of electronic resources on the web, such as the catalog. (II.B.1)*

    A cultural change has occurred by providing regular and on-going student trainings during the year.

    ☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

14. *In the fall of 2011, the vice president of educational services will provide orientation and training to staff and students on catalog, content and how to find changes. (II.B.2)*

Faculty have been more involved in the development of new catalogs. Students are provided with training opportunities on familiarizing them to the college catalog. Students also are involved in the First Year Experience where they are exposed to the college catalog. This is on-gong.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

15. *In the fall of 2011, the vice president of student services will provide the handbook and other essential documents in Spanish. (II.B.2)*

This is no longer applicable. Information in Spanish for college entrance is available through the website. Students are able to register for classes and receive ESL instruction based on their language needs. However, to accomplish full matriculation students must read, write, and speak in English.

☐ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

16. *By the fall of 2011, the District webmaster will have updated the College webpage with current information to ensure accuracy of all college information. (II.B.3.a)*

There is no consistent systematic process for updating web content.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

17. *In the spring of 2011, the College will work with the District Registrar and the IT department to implement degree audit and electronic student educational plans. (II.B.3.a)*

Degree audit has been fully implanted through Academic Tracker. However, electronic student educational plans have not been implemented.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

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

The access and efficiency has been implemented through outreach approaches and a stream-lined assessment process. The College provides the CELSA for ESL assessment. Rarely is the CELSA given to potential ESL students due to effective proper identification.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

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

A Recommendation Response Team was formed fall 2012 that will be addressing this recommendation for the 2014 Mid-Term Report. The librarian has also worked with the Budget Area Committee to ensure Library/Learning Resources requests are adequately documented. Lottery funds have been used on a regular basis to supplement the lack of a general fund budget.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

20. *The librarian will work with the Academic Senate and Curriculum Committee to develop an across-the- curriculum information competency program no later than 2012. (II.C.1.b)*

Utilizing the Library SharePoint Team Site the librarian has begun working with the various Learning Areas to link the Association of College and Research Libraries (ACRL) Information Competency Standards for Higher Education to Program Level Student Learning Outcomes.

☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

21. *The librarian will develop online tutorials to assist distance learners with information competency concepts no later than the end of 2011. (II.C.1.b)*

This Planning Agenda item has not been addressed. With the addition of a new learning management system (EdVance360) and Cisco lecture capture studio the tools are now in place to move forward.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

22. *DSPS program staff will meet and discuss methods for increasing attendance to student training sessions in 2011. (II.C.1.b)*

This is no longer applicable. One-on-one training occurs in the DSPS lab. However, systematic training is given to all students through the student success teams.

☐ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

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

Smarthinking, an online tutoring service, has been implemented. With the increased usage of Smarthinking, more research may indicate no deficiency exists.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

Standard Three: Resources

1. *The College will strengthen the participation of part-time faculty in the assessment of SLOs led by the associate dean of educational services. (III.A.1.c)*

   Adjunct faculty orientation, SLO workshops, and full time faculty mentors addressed this issue.

   ☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

2. *The District will develop a procedure in the faculty evaluation that includes the assessment of SLOs that will be consistent throughout the district. (III.A.1.c)*

   With the conclusion of contract negotiations with CTA in 2013, the District and faculty have agreed to implement progress with SLO development as part of the evaluation instrument.

   ☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

3. *Led by the College president, WHCL will begin to evaluate all administrators, managers, and classified staff on the development of SLOs by fall 2011. (III.A.1.c)*

   With the conclusion of CTA contract negotiations, administrators are held accountable in the evaluation of employees they supervise on SLO development when appropriate.

   ☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

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

   A code of ethics for all employees was approved by the WHCCD Board of Trustees in Administrative Procedure 3050 on 4/26/2011.

   ☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

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

   This has not been implemented at this time.

   ☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

6. *The College will examine the timeline for requesting new faculty to avoid the implementation of recommendations being made too late for the effective faculty hiring for the upcoming academic year, even though the state budget is usually in flux until August. (III.A.6)*

   The Colleges and District are currently developing a timeline that would make the Colleges more competitive in the hiring of faculty. This timeline is tied to the budget development cycle.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

7. *The College needs to continue the evaluation and assessment of various security systems and protocols to meet the expanding college campus. This will be accomplished by the director of maintenance & operations along with the Facilities Committee. (III.B.1.b)*

Security cameras are fully installed on campus with video capture capability.

☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

8. *The director of maintenance & operations will monitor the parking lot for future rejuvenation and to examine temporary parking needs due to the new construction. (III.B.1.b)*

The director of maintenance and operations works with the District architect to determine and respond to current needs such as traffic flow patterns and parking lot maintenance.

☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

9. *Campus safety issues, such as lighting and classroom ramp coatings for slippage, will be monitored by the director of maintenance & operations. (III.B.1.b)*

The College director of maintenance and operations and the District architect regularly survey the campus and monitor lighting and other safety issues. The Risk Management Committee meets regularly to determine safety issues and incident patterns and allocate resources.

☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

10. *The College needs to establish a guaranteed operating budget for an equipment replacement cycle. (III.B.2.b)*

Through the program review process equipment needs are identified and recommendations are made to the Area Budget Committee, which is reviewed at the Budget Allocation Committee and other governance committees for budget allocation.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

11. *The College needs to identify resources to establish a freestanding shipping and receiving area. The addition of more delivery vehicles has also been identified as future capital expenditure need. The director of maintenance & operations will be responsible for recommending appropriate resource requirements. (III.B.2.b)*

The maintenance and operations area has reorganized an existing area to accommodate shipping and receiving. Through the program review process the director of maintenance and operations makes appropriate requests for resources.

☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

12. The College will increase student participation on the College's Technology Committee and the District Technology Advisory Team. (III.C.1)

The Technology Advisory Team no longer exists but there is sufficient student participation on the College's Technology Committee.

☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

13. The College's technology committee will survey campus needs and future technology requirements and forward recommendations through the College and District shared governance processes. The College will work with campus categorical programs and District grants office to identify funding sources to meet its future technology needs. (III.C.1.a)

The College's Technology Committee has identified several campus wide technology needs and has forwarded them to the District Technology Committee. The District Technology Committee has a bi-monthly meeting schedule that can process the College's needs in a timely manner. However, the College's program review process further identifies technology requirements for various programs throughout the campus and forwards the request through the established budget process.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

14. The College will improve student technology training. (III.C.1.b)

West Hills College Lemoore continues to utilize the services of the Academic Technology and Training (ATT) Department and Golden Eagle Success Café to provide technology training to students. As the College continues to expand, these services will be enhanced by video tutorials and workshops developed by the College's Technology Committee and Academic Center of Excellence (ACE).

☒ Fully Implemented/Completed   ☐ Partially Implemented/Incomplete

15. The College will explore ways to make the "Online Readiness" quiz more visible. (III.C.1.b)

This recommendation has not been met.

☐ Fully Implemented/Completed   ☒ Partially Implemented/Incomplete

16. *The College will expand the composition of the DTC to include faculty and classified staff. (III.C.2)*

This is a District function and the issue has not been met.

☐ Fully Implemented/Completed ☒ Partially Implemented/Incomplete

17. *The College will clarify roles and responsibilities of the College Technology Committee and Technology Advisory Team. (III.C.2)*

This is no longer applicable since the Technology Advisory Team has been dissolved.

☐ Fully Implemented/Completed ☐ Partially Implemented/Incomplete

18. *The District director of marketing will identify appropriate mechanisms to inform the College community about current financial status of the District. (III.D.2.b)*

The public information officer regularly distributes press releases on budget related items pertaining to the District.

☒ Fully Implemented/Completed ☐ Partially Implemented/Incomplete

19. *The District Business Procedures Manual needs to be more widely distributed and training needs to occur. (III.D.2.f)*

The District recently updated the Business Procedures Manual and distributed it to all staff. However, training has been minimal.

☐ Fully Implemented/Completed ☒ Partially Implemented/Incomplete

Standard Four: Leadership and Governance

1. *The College's shared governance committees and associate dean of education and evening college will develop stronger mechanisms to involve adjunct faculty and evening students in the shared governance processes of the College. Initial reports will be developed and shared with the Planning and Governance Council by the start of the fall 2011 term. (IV.A.1)*

This issue has not been met.

☐ Fully Implemented/Completed ☒ Partially Implemented/Incomplete

2. *The College's Employee Development and Success Committee has identified a need for staff training and understanding of the College's shared governance processes. Some employees are not fully aware of the function of the Planning and Governance Council and its shared governance committees. The EDSC will develop the training workshop and assess the results*

of its training to ensure staff have a better understanding of the governance process. This training will occur in spring 2011. (IV.A.3)

Recently the District surveyed staff on their understanding of District versus College functions and compiled these in a function map. The District chancellor led a training session to staff during a duty day activity.

☐ Fully Implemented/Completed ☒ Partially Implemented/Incomplete

3. *The board will review and update its Board of Trustees Handbook at its February 2011 retreat. This update will allow for current procedures to be incorporated in the board's handbook and serve as a guide should a new member come on the board in the future. (IV.B.1.d)*

The District Board of Trustees updated the Handbook in 2011. However, it has not been formally approved.

☒ Fully Implemented/Completed ☐ Partially Implemented/Incomplete

4. *The president will work with the director of institutional effectiveness and enrollment management to develop an assessment tool for the evaluation of the College's administrative structure. This assessment will occur in spring 2011. (IV.B.2.a)*

The WHCCD Governance Committee Communication and Effectiveness Survey assessing the College's committee and administrative structure was recently conducted and results analyzed.

☒ Fully Implemented/Completed ☐ Partially Implemented/Incomplete

5. *West Hills College Lemoore and its Student Success Committee will continue to enhance the College's service to its area high schools and continue the regular dialogue with high school principals and others to assess the quality of its outreach and services. The Student Success Committee will provide a plan to PGC and the College president by spring 2011 for approval. (IV.B.2.e)*

A formal outreach plan is in place, an annual visit to high school leaders occurs, and an annual strategic planning meeting with area high school leaders occurs. Results of these meetings are presented to the College's shared governance committees.

☒ Fully Implemented/Completed ☐ Partially Implemented/Incomplete