

West Hills College Lemoore  
**Follow-Up 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, 2012**

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To:

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March 15, 2012

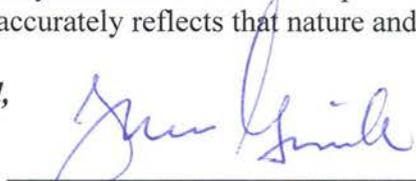
**Follow-Up Report – Certification Page**

February 14, 2012

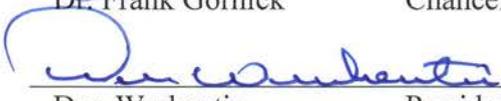
This Follow-Up Report is submitted to the ACCJC/WASC for the purpose of assisting in the determination of the institution's accreditation status.

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,**



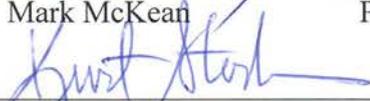
Dr. Frank Gornick                      Chancellor, West Hills Community College District



Don Warkentin                      President, West Hills College Lemoore



Mark McKean                      President, WHCCD Board of Trustees



Kurt Sterling                      President, WHCL Academic Senate



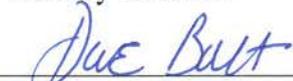
Ken Sowden                      President, WHC Faculty Association



John Ieronimo                      President, CSEA, Chapter 429



Brittany Burkhart                      President, WHCL Student Government Association



Dave Bolt                      WHCL Accreditation Liaison Officer

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## Statement of Report Preparation

February 15, 2012

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

Dear Accrediting Commission;

Since our accreditation visit in March 2011, West Hills College Lemoore has been working diligently with our district office in implementing changes that illustrate progress in meeting the recommendations for our Follow-Up Report. It is our belief that the Commission will view our progress as fully meeting our requirements for this interim report.

We fully embrace and appreciated the work of our visiting team and feel their recommendations will be helpful to us as we become a better institution for student learning. West Hills College Lemoore's primary shared governance body, the Planning and Governance Council, approved our report on February 2, 2012. Our Board of Trustees extensively reviewed our report at their board retreat meeting on February 3, 2012 and formally approved the report at their regularly scheduled board meeting on February 14, 2012.

The Commission will find that all areas of the college have been involved in preparing the Follow-Up Report document and have worked extensively with district office personnel in implementing improvements to meet our recommendations. We feel we are well on our way in fully meeting our recommendations and believe the Commission will come to the same conclusion.

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 Follow-Up Report**

West Hills College Lemoore hosted an ACCJC/WASC site visit in March 2011. The result of that visit was six Commission district recommendations. West Hills College Lemoore is addressing these recommendations in this report due to the commission on March 15, 2012.

Preparation began on the Follow-Up Report on August 4, 2011 when top administrators and faculty met to determine an overall strategy for preparing the document. Work teams were established for each of the Commission's district recommendations with representation from the district office on all teams; college representatives were on most teams. A leader (or in some cases co-leaders) for each work team was also determined. A completion timeline was established at a Chancellor's Executive Cabinet Meeting later in the month.

Work teams met independently from August to October 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 February 2, 2012. The final draft was submitted to the West Hills Community College District Board of Trustees on February 3, 2012 Board Retreat and they approved the report on February 14, 2012.

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.

## **Follow-Up Report Response Team Members**

### **Commission District Recommendation 1 Response Team**

Pedro Avila (Lead) – Vice Chancellor, West Hills Community College District (WHCCD)  
Becky Cazares – Administrative Assistant to the Vice Chancellor, WHCCD  
Stephanie Droker – Faculty and Administrative Intern, West Hills College Lemoore (WHCL)  
Dr. Marlon Hall – Vice President of Student Services, West Hills College Coalinga (WHCC)  
Donna Isaac – Executive Administrative Assistant to the Chancellor, WHCCD  
James Preston – Dean of Educational Services, WHCL  
Marlese Roton – Counselor, West Hills College Coalinga—North District Center (NDC)  
Keith Stearns – Associate Vice Chancellor, WHCCD

### **Commission District Recommendation 2 Response Team**

Dave Bolt (Co-Lead) – Vice President of Educational Services, WHCL  
Jill Stearns (Co-Lead) – Vice President of Educational Services, WHCC  
Dr. Frieda Ganter – Faculty, WHCL  
Ken Sowden – Faculty, WHCC  
Ken Stoppenbrink – Vice Chancellor, WHCCD

### **Commission District Recommendation 3 Response Team**

Dave Bolt (Co-Lead) – Vice President of Educational Services, WHCL  
Jill Stearns (Co-Lead) – Vice President of Educational Services, WHCC  
Ken Stoppenbrink (Co-Lead) – Vice Chancellor, WHCCD  
Shaun Bailey – Maintenance and Operations Director, WHCC  
John Bernal – Maintenance and Operations Director, WHCL  
Kevin Cobb – District Architect  
Anne Jorgens – Budget Services Supervisor, WHCCD  
Michelle Kozlowski – Associate Vice Chancellor, WHCCD

### **Commission District Recommendation 4 Response Team**

Pedro Avila (Co-Lead) – Vice Chancellor, WHCCD  
Dr. Carole Goldsmith (Co-Lead) – Vice Chancellor, WHCCD  
Dr. Mike Burke – Faculty, WHCC  
Lorna Davis – Administrative Assistant to the President, WHCC  
Donna Isaac – Executive Administrative Assistant to the Chancellor, WHCCD  
Dr. Willard Lewallen – President, WHCC  
Glenda Oliver – Administrative Assistant to the President, WHCL  
Kurt Sterling – Faculty, WHCL  
Don Warkentin – President, WHCL

### **Commission District Recommendation 5 Response Team**

Dr. Frank Gornick (Co-Lead) – Chancellor, WHCCD  
Donna Isaac (Co-Lead) – Executive Administrative Assistant to the Chancellor, WHCCD  
Carlos Posadas – Web Administrator, WHCCD

**Commission District Recommendation 6 Response Team**

Dr. Carole Goldsmith (Lead) – Vice Chancellor, WHCCD

Dave Bolt – Vice President of Educational Services, WHCL

Vera Kennedy – Faculty, WHCL

Michelle Kozlowski – Associate Vice Chancellor, WHCCD

Sarah Shepard – Faculty, WHCC

Jill Stearns – Vice President of Educational Services, WHCC

## Commission 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 outcome-based assessment of its services. (Standard I.A.1, I.B.1, III.A, III.A.1.b, III.A.1.c, III.A.6, IV.B.3, IV.B.3.a, and IV.B.3.g)*

On September 1, 2011, a team composed of district and college representatives was formed to address this recommendation. The team focused on improving the structure and content of the district's function mapping document that is currently used to delineate responsibility of district and college services. Additionally, the team worked on identifying processes to ensure all employees have access to the function mapping document and explored ways to improve communication to all employees on delineation of responsibilities between the district and the colleges. Also, the team reviewed the district's program review schedule and template and made recommendations for improvements.

The team felt that it was necessary to expand the district's function mapping document to include a brief summary of responsibilities for each department. Team members worked on updating and expanding specific sections of the document. Changes were implemented to improve the structure and layout of the document. The first page of the function document 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. (1.1)

The committee discussed avenues and venues for disseminating the revised document once it has been completed. Recommendations included the presentation of the function mapping document at flex or duty day for faculty and staff and including it as part of the orientation for new employees. The function map has been made available on the district website.

Additionally, the team reviewed the district's program review template and schedule and recommended the template be updated to include administrative unit outcomes. A new section was added to the program review document allowing for programs under review to provide a summary on progress made on improvements identified in its previous program review. (1.2) The district's office of institutional effectiveness provided the team an updated district program review schedule. (1.3) Prior to the 2011 visit, seven district programs had completed a program review. Since the 2011 visit, seven additional district programs have completed program reviews and the remaining three programs are scheduled to complete program reviews by the end of the 2012 calendar year. (1.4)

Completed district program reviews pass through the college's shared governance process as if they originated from the college. A district program representative formally presents the completed program review to the West Hills College Lemoore's Planning and Governance Council and the council votes to approve (or disapprove) completed district program reviews. (1.5)

**Supporting documentation:**

- 1.1—District Function Map  
[http://www.westhillscollge.com/documents/program-review/1.1-Function-Mapping-1\\_8\\_2012.pdf](http://www.westhillscollge.com/documents/program-review/1.1-Function-Mapping-1_8_2012.pdf)
- 1.2—District Program Review Template  
[http://www.westhillscollge.com/documents/program-review/1.2-Program-Review-Template-09\\_12\\_2011.pdf](http://www.westhillscollge.com/documents/program-review/1.2-Program-Review-Template-09_12_2011.pdf)
- 1.3—District Program Review Schedule  
<http://www.westhillscollge.com/documents/program-review/1.3-WHCCD-Program-Review-Schedule.pdf>
- 1.4—Completed Web Services Program Review  
<http://www.westhillscollge.com/documents/program-review/1.4-20111011-Web-Services-Program-Review.pdf>
- 1.5—PGC Minutes  
<http://www.westhillscollge.com/documents/program-review/1.5-PGC-minutes-November-3-2011.pdf>

## Commission 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)*

Since its inception in 1998, the West Hills Community College District online program has grown dramatically in terms of numbers of individual students, duplicated headcount, and in the range of courses, programs, and services offered. As reflected in the Distance Education Strategic Plan, the West Hills Community College District continually takes steps to analyze, anticipate, and manage the evolution of West Hills Community College District-Distance Education to ensure the maximum benefit to students, the community, and the most beneficial return on investment. The district has always held online instruction to the same high standards expected from traditional face-to-face methodology. Thus, evaluation of online faculty is enacted to ensure quality of online instruction and student learning.

In accordance with the collective bargaining agreement (CBA) between the West Hills Community College District and the West Hills Community College Faculty Association, the evaluation process of full-time faculty is clearly delineated. Tenured full-time faculty are formally evaluated at least once every three years; non-tenured full-time faculty are evaluated annually. Two peers and an administrator comprise the evaluation team and a common classroom observation form is used by all members of the team. (2.1, 2.2) Full-time faculty teaching online course sections are evaluated proportionally to their face-to-face teaching load. These observation results, whether from a face-to-face or online classroom, are a component of the post-observation meeting when attributes and deficiencies are honestly discussed. They are also included in the summary evaluation narrative and placed in the faculty member's personnel file at the conclusion of the evaluation with other relevant documents.

Although adjunct, or part-time, faculty are not covered by the collective bargaining agreement, West Hills Community College District makes a commitment to teaching excellence by utilizing the same evaluation protocols for all adjunct faculty, whether they teach face-to-face or online. All adjunct faculty evaluations, whether they teach face-to-face or online, are led through a formal process led by an instructional administrator. The practice of West Hills Community College District is to make every effort to formally evaluate adjunct faculty during their first term of service; minimally, first term instructors are 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 an ongoing fashion that parallels that of face-to-face adjunct instructors. The online adjunct faculty evaluation includes a real or virtual pre-observation meeting between the instructor and the administrative evaluator, student surveys, class observation notes, and a review of course documents including syllabi, student learning outcome documentation, and an evaluation summary. (2.3)

Common classroom evaluation forms are used for all online evaluations (2.2) as required by the CBA for full-time faculty; the same forms are used for adjunct faculty in order to maintain high

teaching standards and to ensure that the evaluation process is consistent throughout the district. These forms are completed during the course of the evaluation and placed in the faculty member's personnel file at the conclusion of the evaluation. 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 that relevant questions to online instruction were not specifically asked. Therefore, the West Hills Community College District negotiated with the West Hills Community College Faculty Association a student evaluation questionnaire specifically designed for online instruction. (2.4) This evaluation tool has been in place since 2009. Similarly, the evaluation team observation form for online courses was updated and included in the 2009 collective bargaining agreement. The revised evaluation team observation form includes items specific to the online learning environment and distance education methodology. (2.2)

The administrator leading the full-time or adjunct faculty evaluation process is responsible for summarizing the evaluation and placing all pertinent documentation in the personnel file of the faculty member being evaluated. A common theme of the administrator's documentation is to determine the effectiveness of teaching and student learning. For example, a specific section of the full-time faculty member's evaluation narrative is to discuss the development and assessment of student learning outcomes. (2.5) Adjunct faculty evaluations also address course level student learning outcomes. For either full-time or adjunct faculty, the only recognized and formal repository of official documents, including evaluations, is in the personnel files located in the Human Resources Office at the West Hills Community College District office.

Prior to 2011 online instruction was monitored by a district instructional administrator. 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 the college's chief instructional officer. While any college instructional administrator could conduct and create the evaluation documentation for online faculty, the chief instructional officer is now forwarded all evaluation materials before they are placed in the adjunct faculty member's personnel file.

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 require attention:

- A review of the student survey used to evaluate online course sections needs to occur.
- A review of the peer evaluation form used to evaluate face-to-face course sections needs to occur.
- A schedule of adjunct evaluations needs to be created.

### **Supporting Documentation**

- 2.1—Classroom team observation form for face-to-face classes (pages 62-63)  
[http://www.westhillscollege.com/district/employee\\_resources/human\\_resources/contracts/documents/CTAContract2009-2012.pdf](http://www.westhillscollege.com/district/employee_resources/human_resources/contracts/documents/CTAContract2009-2012.pdf)
- 2.2—Classroom team observation form for online classes (pages 64-65)  
[http://www.westhillscollege.com/district/employee\\_resources/human\\_resources/contracts/documents/CTAContract2009-2012.pdf](http://www.westhillscollege.com/district/employee_resources/human_resources/contracts/documents/CTAContract2009-2012.pdf)
- 2.3—Adjunct faculty evaluation packet  
<http://www.westhillscollege.com/documents/program-review/2.3-Adjunct-Faculty-Evaluation-Packet.pdf>
- 2.4—Student evaluation form for online courses (pages 66-69)  
[http://www.westhillscollege.com/district/employee\\_resources/human\\_resources/contracts/documents/CTAContract2009-2012.pdf](http://www.westhillscollege.com/district/employee_resources/human_resources/contracts/documents/CTAContract2009-2012.pdf)
- 2.5—Full-time faculty evaluation narrative to illustrate SLO accomplishments  
<http://www.westhillscollege.com/documents/program-review/2.5-Faculty-Evaluation-to-Reflect-SLO-Activity.pdf>

### Commission 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)*

In response to the recommendation, the district developed a model for facilities preventative maintenance including staffing and equipment replacement 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 architects developed the West Hills Community College District Preventative Maintenance Program. (3.1)

Based upon the staffing metrics included in the Preventative Maintenance Program, 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 recently completed West Hills College Lemoore Golden Eagle Arena in the same high quality manner that the rest of the campus currently upholds.

Technology maintenance and upgrades have been incorporated into the Preventative Maintenance Plan to ensure campus technology infrastructure improvements keep pace with emerging needs of the district and college. 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.

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

#### **Supporting documentation:**

- 3.1—Preventative Maintenance Program  
<http://www.westhillscollge.com/documents/program-review/3.1-Preventative-Maintenance-Program.pdf>

## Commission District Recommendation 4

*In order to increase effectiveness, the Commission recommends that the District reviews 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)*

In response to the recommendation, the district and college response team held meetings in September and October 2011 to establish the review process needed to address this recommendation. It was quickly determined that the team would develop a survey to measure both the effectiveness and transparency of all district and college committees.

The team designed an assessment instrument that used a Likert scale rating method and allowed respondents the ability to comment. The instrument itself had 14 questions addressing committee effectiveness and nine items designed to measure communication and transparency. In mid-October, the Committee Communication Effectiveness Survey was sent out to members of the twenty-seven (27) district and college participatory governance committees via Survey Monkey. The response rate was 61%. (4.1)

The response team also planned for avenues and venues for disseminating the survey results. Survey results would be initially reviewed by the district chancellor and college presidents to identify areas needing improvement and followed by discussion at the Chancellor's Executive Cabinet and college's shared governance based committees. In addition, 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.

As of November 2011, the results have been shared at Chancellor's Executive Cabinet and the college's primary shared governance committee, the Planning and Governance Council.

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.

### **Supporting documentation:**

- 4.1—Effectiveness survey  
<http://www.westhillscollge.com/documents/program-review/4.1-Committee-Communication-&Effectiveness-Survey-Results-2011.pdf>

## Commission District Recommendation 5

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

All West Hills Community College District board policies and administrative procedures are available on the district website. (5.1)

### **Supporting documentation:**

- 5.1—WHCCD Board of Trustees Administrative Procedures and Board Policies  
[http://www.westhillscollge.com/district/about/board\\_trustees/policies/index.asp](http://www.westhillscollge.com/district/about/board_trustees/policies/index.asp)

## Commission 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)*

Historically, West Hills College Community College District has been providing distance education opportunities in its class schedule, thereby improving student access to a college education. During the 1980's the advances in technology allowed 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 readily available. Because of our rural remote setting, West Hills Community College District strives to be one of the leaders in distance education, continuing to rely heavily on it today.

The administration of distance education has recently changed for West Hills Community College District. During the summer and early fall of 2011, the district's vice chancellor of educational services and workforce development met with the chief instructional officer (CIO) 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 reaffirm that all instructionally related responsibilities of distance education were given to the CIO of each college. Specifically, each CIO is responsible for schedule development, faculty assignment, faculty evaluation, and the review of all instructionally related documentation including syllabi, attendance, student learning outcomes, and grades. The CIO monitors distance education curriculum activity at college Curriculum Committee meetings and advocates for the delivery of courses in an online format when appropriate and consistent with program review. The district assists in the coordination and delivery of the necessary technology support and training.

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

Each CIO has ultimate authority over their course schedule with a priority given to creating a course schedule that supports college degree completion. With regards to distance education staffing and scheduling, the two West Hills Community College District CIOs work collaboratively to develop a distance education schedule for their respective campus. This collaboration, while laborious, 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 Agreement Between West Hills Community College District and West Hills College Faculty Association /CTA/NEA

2009-2012 (CBA). The CBA delineates the evaluation procedure including the timeline, role of participants, and forms. To better fit the unique online learning environment, the CBA was amended to include 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 classroom faculty, and all full-time faculty are evaluated according to the process and timeline established in the CBA. (6.1)

Adjunct faculty are not covered by the CBA. The college has the intention of formally evaluating new adjunct faculty in their first semester of instruction; minimally, student evaluations are done for all adjunct faculty each semester. 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 leading to the development of the Distance Education Strategic Plan 2009-2012. In order to ensure broad-based campus leadership, a representative group of stakeholders including students, full-time and part-time faculty, the district chancellor, college presidents, staff, and administrators met over a day and a half. Participants discussed and prioritized characteristics that a model distance education program should aspire to achieve.

As part of the ongoing and systematic cycle of evaluation, the district included distance education programs as part of the overall district strategic planning process in 2010. During the development of the 2011-2015 District Strategic Plan, it was determined to include a comprehensive effectiveness model based on the American Association of Community Colleges Core Indicators of Effectiveness for Community Colleges that delineates distance education program benchmarks. (6.2)

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 meets all elements of ACCJC/WASC standards.

**Supporting documentation:**

- 6.1—WHCCD/WHCFA CBA  
[http://www.westhillscollge.com/district/employee\\_resources/human\\_resources/contracts/documents/CTAContract2009-2012.pdf](http://www.westhillscollge.com/district/employee_resources/human_resources/contracts/documents/CTAContract2009-2012.pdf)
- 6.2—District Strategic Plan  
[http://www.westhillscollge.com/district/about/documents/WHCCD\\_StrategicPlan\\_final\\_3-7-11.pdf](http://www.westhillscollge.com/district/about/documents/WHCCD_StrategicPlan_final_3-7-11.pdf)