

West Hills College Coalinga
Follow-Up Report



Submitted by
West Hills College Coalinga
300 Cherry Lane
Coalinga, CA 93210

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

March 15, 2012

Follow-Up Report – Certification Page

March 15, 2012

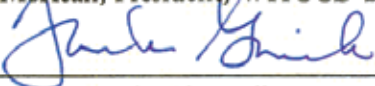
This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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



Mark McKean, President, WHCCD Board of Trustees



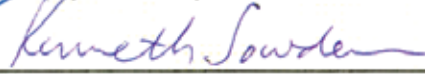
Dr. Frank Gornick, Chancellor, West Hills Community College District



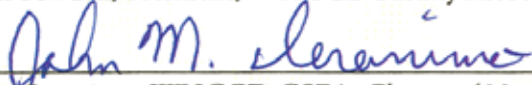
Dr. Willard Clark Jewallen, President, West Hills College Coalinga



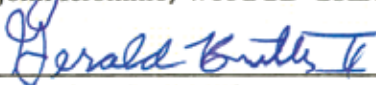
Jeff Wanderer, President, Academic Senate



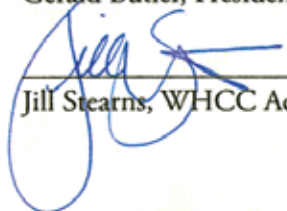
Ken Sowden, President, WHCCD Faculty Association



John Ieronimo, WHCCD CSEA, Chapter 429



Gerald Butler, President, WHCC Associated Student Body



Jill Stearns, WHCC Accreditation Liaison Officer

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Report Preparation

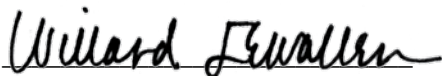
West Hills College Coalinga received the Team Report and the Commission's Action Letter on June 30, 2011. The report and letter were broadly distributed via campus email and made available to the public on the college website immediately upon receipt.

In July, President Lewallen met with the accreditation liaison officer (ALO) to determine teams to address the two college recommendations. Dr. Lewallen led the team for college recommendation two and Jill Stearns, ALO, led the college recommendation one team. On August 4, 2011, a districtwide meeting of administrators and faculty was convened to establish teams to address each of the district recommendations. Timelines for completion of the Follow-Up Report were determined at the districtwide meeting. The selected recommendation team leaders collaborated in determining where there were similarities in required action and planned accordingly to avoid duplication of effort. There was broad participation of faculty, staff, and administrators in the planning and development of the Follow-Up Report.

The recommendation teams met regularly during August, September, and October to draft an initial response based upon the self study and related evidence, the Team Report, the Commission Letter, and actions taken by the college subsequent to the March 2011 visit. The responses were compiled into a rough draft of the Follow-Up Report that was vetted through the college governance process. The draft was shared with the President's Cabinet, Instructional Services Council, College Planning Council, and the Chancellor's Executive Cabinet. All college constituent groups were encouraged to participate in the drafting, review, and elaboration process. Recommended changes were incorporated into the draft report, and a final version was circulated through the college governance groups for approval.

The ALO prepared a final version of the report based on broad review and input. In January 2012, the Follow-Up Report was discussed and endorsed by the College Planning Council, the college's highest shared governance group.

The Board of Trustees discussed and approved the final Follow-Up Report on February 14, 2012.



Willard Clark Lewallen, Ph.D. , President, WHCC

Follow Up Report Response Team Members

College Recommendation #1

Jill Stearns (Lead), Vice President of Educational Services, West Hills College Coalinga (WHCC)
Laura Ames, Learning Skills Program Assistant, WHCC
Dr. Al Graves, Faculty, WHCC
Mark Gritton, Associate Dean of Student Services and Director of Athletics, WHCC
Arkady Hanjiev, Faculty and SLO Coordinator, WHCC
Dr. Marcel Hetu, Director of North District Center, WHCC
Emma Santos, Advising Specialist, WHCC
Sarah Shepard, Faculty and Curriculum Chair, WHCC

College Recommendation #2

Dr. Willard Lewallen (Lead), President, WHCC
Anita Bart, Faculty, WHCC
Keith Brock, High Technology Access Specialist, West Hills Community College District (WHCCD)
Dr. Michael Burke, Faculty, WHCC
Dr. Marlon Hall, Vice President of Student Services, WHCC
Dr. Bertha Felix-Mata, Director Title IV Programs, WHCC
Staci Mosher, Faculty, WHCC
Marlese Roton, Counselor, WHCC

District Recommendation #1

Pedro Avila (Lead), Vice Chancellor, 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, WHCC
James Preston, Dean of Educational Services, WHCL
Marlese Roton, Counselor, WHCC
Keith Stearns, Associate Vice Chancellor, WHCCD

District Recommendation #2

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 Stoppenbrink, Vice Chancellor, WHCCD

District Recommendation #3

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, Director of Maintenance and Operations, WHCC
John Bernal, Director of Maintenance and Operations, WHCL
Kevin Cobb, District Architect
Anne Jorgens, Budget Services Supervisor, WHCCD
Michelle Kozlowski, Associate Vice Chancellor, WHCCD

District Recommendation #4

Pedro Avila (Co-lead), Vice Chancellor, WHCCD
Dr. Carole Goldsmith (Co-lead), Vice Chancellor, WHCCD
Dr. Michael Burke, Faculty, WHCC
Lorna Davis, Administrative Assistant to the President, WHCC
Donna Isaac, Executive Administrative Assistant to the Chancellor, WHCCD
Vera Kennedy, Faculty and Curriculum Chair, WHCL
Dr. Willard Lewallen, President, WHCC
Sarah Shepard, Faculty and Curriculum Chair, WHCC
Kurt Sterling, Faculty and Academic Senate President, WHCL
Don Warkentin, President, WHCL

District Recommendation #5

Dr. Frank Gornick (Co-lead), Chancellor, WHCCD
Donna Isaac, Executive Assistant to the Chancellor, WHCCD
Carlos Posada, Web Administrator, WHCCD

District Recommendation #6

Dr. Carole Goldsmith (Lead), Vice Chancellor, WHCCD
Dave Bolt, Vice President of Educational Services, WHCL
Vera Kennedy, Faculty and Curriculum Chair, WHCL
Michelle Kozlowski, Associate Vice Chancellor, WHCCD
Sarah Shepard, Faculty and Curriculum Chair, WHCC
Jill Stearns, Vice President of Educational Services, WHCC

Follow-Up Report to the Commission

College Recommendation 1

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

To clarify the relationships between the results of program review, student learning outcomes evaluation, resource allocation, and the achievement of college goals and priorities, the integrated planning model of the college is presented in detail. (Appendix C1.1)

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

The district strategic plan defines the mission and vision of the West Hills Community College District for a five year period. The strategic plan establishes relevant goals and planning priorities that are consistent with the values of the district stakeholders. The current district strategic plan includes performance indicators that measure student achievement and how well strategic goals are met. An annual scorecard, displaying progress toward achieving the district goals, is reviewed regularly by the District Strategic Planning Committee. The district indicators have integrated metrics from the California Community College Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) along with locally designed benchmarks for accountability. Additionally, the district colleges participated in the 2007 and 2008 Community College Survey of Student Engagement. The CCSSE instrument provides five qualitative benchmarks that are highly correlated to student learning and success.

The college educational master plan (EMP) was developed in 2008 in support of the district strategic plan and is aligned with the district goals. The college EMP provides a reference point and framework for the future of the college. It includes a thorough data review of the college's instructional programs from program review. The EMP brings together internal, external, quantitative, and qualitative data into key findings that inform and support planning. The EMP is a blueprint for implementing emerging educational objectives aligned with the college's vision, mission, and strategic goals. More specifically, the EMP focuses on the service area, students, staff, and programs of the college. Matriculation rates from regional high schools and adult participation rates included in the EMP provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of student services, instructional programs, disciplines, and student performance serves to assess current effectiveness and point the way for change. The educational master plan establishes a mechanism for reasonable and informed change and performance indicators are reviewed annually as part of the WHCC cycle of evaluation for institutional effectiveness.

Over the course of the 2007/08 academic year, led by the president, West Hills College Coalinga engaged in a systematic and inclusive process to develop measurable institutional goals tied to the college mission. The college goals define the strategic initiative for the college. The development process included representatives from all campus constituencies who collaborated in the effort to establish goals that reflect the values of the institution and are aligned with the district strategic plan, the college educational master plan, and reflect the college mission. The group then identified criteria for measuring the attainment of the goals. The result is four institutional goals which have been integrated into West Hills College Coalinga's annual review to improve its effectiveness, consistent with its mission and vision.

The College Planning Council is the highest collaborative council for the college with a focus on planning, resource allocation, accreditation, and institutional effectiveness. The CPC receives and reviews recommendations made by other college councils

and committees, on items identified to have potential for collegewide implications or impact, then makes recommendations to the college president.

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

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

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

The college goals delineate the specific strategic initiatives of WHCC. According to an established schedule, the College Planning Council receives a report from the office of institutional effectiveness on the college goals. This annual report includes results of the key performance indicator measures with a comparison to the benchmark. The College Planning Council reviews the report for general findings and trends. The report is then forwarded to the Instructional Services Council and Student Services Council for in-depth analysis and review of the performance indicators specific to their areas of responsibility. The Instructional Services Council and Student Services Council draft action plans to address those areas in which the college performance does not meet the established benchmark. The recommended action plans are submitted to College Planning Council for review as a final step in the annual college goal assessment and review process. The annual review process affords the opportunity for reflection and dialogue for quantitative improvement of institutional performance.

The CPC relies on the results of program review, student learning outcomes evaluation, and the college goals and priorities in determining resource allocations. WHCC has established a planning process that incorporates the systematic evaluation of programs and services through program review. Program review also serves to inform the budget development process as it frames the Educational Master Plan and is a mechanism for budget augmentation requests. Budget requests may also be made outside of the program review process using the resource allocation request form which requires that requests be tied directly to college goals. Justification must be supported by recommendations from program review, outcomes reports, or recommendations from assessments or evaluation including: college performance indicators; accreditation recommendations; planning agendas from accreditation self-study site visit recommendations; Community College Survey of Student Engagement; Basic Skills Initiative; Accountability Reporting for the Community Colleges; and SLOs. The West Hills College Coalinga Planning and Governance Process chart illustrates the planning process for the college showing the linkages and flow of communication between the constituencies, councils, and committees. The planning and budgeting processes occur on an annual basis on a timeline developed to ensure that planning informs the budget development process.

Program review, SLO assessment, college goal evaluation, ARCC data review, CCSSE results review, and internal surveys are conducted on a regular basis to measure institutional effectiveness and to inform decision making regarding planning, budget, and resource allocation. The processes include the college governance councils and engage all college constituencies in dialogue centered on improving institutional effectiveness. The college councils evaluate the effectiveness and efficiency of their data analysis procedures and implement changes to enhance the process. The outcomes of the internal review processes have led to the restructuring of the college governance councils to avoid redundancy. Through the restructuring of the council memberships, College Planning Council delegated responsibility to Instructional Services Council and Student Services Council for review of board policy and administrative procedures, and to provide input and draft responses to report findings thereby concentrating the role of the College Planning Council in the areas of strategic planning and budget development.

The college's governance and planning model encompasses a systematic cycle of evaluation; integrating planning, resource allocation, implementation, and re-evaluation. The college's planning and budget development processes are focused on dialogue across constituencies and provide a feedback loop with the governance councils. The evaluation of resource allocation, planning, and budget development serves as a formal mechanism for reviewing and modifying all parts of the planning process, including the use of measurable data, thus ensuring the effectiveness of its ongoing planning and resource allocation processes. Each of the governance councils has incorporated annual review of effectiveness into the council handbook to formalize the process of institutional improvement. Additionally, an annual review of the effectiveness of student learning outcomes, program review, and resource allocation has been developed and implemented by the college councils.

In response to the recommendation, the college governance councils have agreed to include in their council handbooks a cycle of evaluation of the effectiveness of the council. This will ensure that regular review of the process, procedure, and results of integrated planning is conducted throughout the governance structure of the college to increase institutional effectiveness. Incorporating the cycle of review in the council handbooks formalizes the ongoing review process in which the councils had previously engaged.

The college and district have clarified the roles, responsibilities, and priorities of college and district functions in the integration of planning through a revised function mapping process. A survey was conducted October 2011 to identify areas in which clarity of role, responsibility, and priority was lacking. The survey data guided development of an updated function map that formalizes the delineation of roles and responsibilities for college and district departments, including those functions related to integrated planning for the college. (Appendix C1.2)

College Recommendation 2

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

The college's current model of planning and governance is a result of a governance planning retreat convened in 2008-09. Participants in the retreat evaluated the college's existing planning and governance structures and recommended changes that were subsequently adopted by the College Planning Council in May of 2009. During the self study process for the comprehensive visit in 2011 the college included evaluation of the effectiveness of the planning and governance model as one of its self-identified planning agendas (p. 300 of the college's Self Evaluation of Educational Quality and Institutional Effectiveness).

On August 4, 2011, a team comprised of college representatives was formed to address this recommendation. The team included representatives from faculty, classified staff, and administration. The team met twice during the fall semester to discuss the response to the recommendation and also to review a draft of a response to the recommendation.

The team reviewed the handbooks for the college's planning and governance councils and committees. These handbooks include the membership of the councils, terms of service, and the councils' responsibilities. The team recommended that evaluation of effectiveness be added to the responsibilities of all college planning and governance councils (College Planning Council, Student Services Council, Instructional Services Council, and Facilities Development Council). The team further recommended that

evaluation of effectiveness take place on an annual basis. On November 2, 2011, the Instructional Services Council adopted an annual evaluation of effectiveness as a council responsibility and the ISC Handbook was modified to include this responsibility. (Appendix C2.1) On November 9, 2011, the College Planning Council adopted an annual evaluation of effectiveness as a council responsibility and the CPC Handbook was modified to include this responsibility. (Appendix C2.2) The Facilities Development Council and Student Services Council will be taking action before the end of the fall semester 2011 to include this within their respective handbooks as a council responsibility. Additionally, the Academic Senate is appropriately listed as one of the key entities under “Councils and Planning Groups” within the college’s planning and governance model. (Appendix C1.1) Consequently, the college president has asked that the Academic Senate include within its responsibilities an annual evaluation of effectiveness.

An annual evaluation of effectiveness for all planning and governance groups will be completed by the end of 2011-12. The methods and procedures for this evaluation are under development that will ensure all evaluations are completed by the end of the 2011-12 academic year. Some work has been completed in support of the evaluation. A survey was completed during the fall semester 2011 that asked college planning and governance participants to rate effectiveness of committees and councils across two dimensions of college planning and governance: committee effectiveness, communication and transparency. (Appendix C2.3) The results from this survey will be fully reviewed by all of the college councils and will be incorporated as part of the evaluation for each of the councils. Additional evaluation tools are under development that will provide quantitative and qualitative information in support of evaluating resource allocation outcomes, integrated planning outcomes, student learning outcomes, and program review outcomes.

Although the formal, comprehensive evaluations of effectiveness will not take place until the spring 2012 semester, considerable preliminary informal discussion and review has already occurred. An outcome of this preliminary review has resulted in the recommendation to form an additional planning and governance council, the Accreditation Council. The college community has recognized the need to keep accreditation at the forefront of college planning and governance, particularly during times when the college is not deeply involved in self study or a comprehensive visit. College Planning Council formally approved the formation of the Accreditation Council at its November 30, 2011 meeting. Included with this action was the adoption of the Accreditation Council Handbook that outlines the council’s membership, terms of service, and responsibilities. (Appendix C2.2)

The meeting schedules, agendas, minutes, and supporting materials for all college councils are readily available on the college’s web site. Meeting attendance, including attendees and absentees, is reflected in all meeting minutes. However, the listing of attendees and absentees in meeting minutes only reflected employees’ names and not position or affiliation. In order to increase effectiveness and transparency, meeting minutes have been modified to include attendees’ and absentees’ position and/or affiliation. (Appendix C2.2) This change will ensure that the participation of constituent representatives is accurately reflected in meeting minutes. Additionally, this improvement will make participation clear to internal stakeholders, external stakeholders, and the public in general.

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

District Recommendation 1

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

On August 4, 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 is working on identifying processes to ensure all employees have access to the function mapping document and exploring 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.

On September 1, 2011, the team met to review the district's function mapping document. The team decided that the document needed to be updated as changes in leadership for district and college departments were not accurately reflected in the document. The team determined it was appropriate to expand the document to include a brief summary of responsibilities for each department. Team members collaborated to update and expand 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. (Appendix C1.2)

The committee discussed avenues and venues for disseminating the revised document once it has been completed. Recommendations included presenting 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.

The team reviewed the district's program review template and schedule and recommended the template be updated to include administrative unit outcomes (AUOs). A new section was added in which departments provide a summary on progress made on improvements identified in its previous program review. (Appendix D1.1) The district's office of institutional effectiveness provided the team an updated district program review schedule. (Appendix D1.2) Prior to the comprehensive site visit, seven out of the thirteen district departments had completed a program review. Since the visit, three additional district departments have completed program reviews, and the remaining three departments are scheduled to complete program reviews by the end of the 2011 calendar year. As part of the approval process, district program reviews must go through the colleges' shared governance process. District employees visit each of the colleges to give formal presentations of completed program reviews. The college planning councils at each of the colleges have the opportunity to review and discuss district program reviews with district staff and vote to accept district program reviews.

District Recommendation 2

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

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 WHCCD-Distance Education to ensure the maximum benefit to students, the regional 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 between the West Hills Community College District and the West Hills Community College Faculty Association (CBA), 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 (Appendix D2.1). 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 personnel file of the faculty member being evaluated at the conclusion of the evaluation with other evaluation documents.

Adjunct, or part-time, faculty are not covered by the collective bargaining agreement; however, the West Hills Community College District evaluates all adjunct faculty, whether they teach face-to-face or online, through a formal process led by an instruc-

tional administrator. The practice of West Hills Community College District is to evaluate online adjunct faculty during their first term of service. This affords the opportunity for new online instructors to receive feedback and 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 faculty evaluation includes a pre-observation meeting between the instructor and the administrative evaluator, student surveys, class observation, review of course documents including syllabi, and an evaluation summary.

Common evaluation forms are used for all online evaluations (Appendix D2.2); both full-time and adjunct faculty are evaluated using the forms delineated in the CBA. 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 it was not effective to use the same survey instrument for both online and face to face instruction. 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 (Appendix D2.3). This evaluation tool has been in place since 2009. Similarly, the observation form for online courses was updated and included in the 2009 collective bargaining agreement. The revised observation form includes items specific to the online learning environment and distance education methodology.

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. (Appendix D2.4). Adjunct faculty evaluation also addresses 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 located at the West Hills Community College District office.

Prior to 2011 online instruction was monitored by an instructional administrator. During this time, adjunct evaluations were conducted, but the final and formal evaluation results were not always shared with the college's chief instructional officer. Effective 2011, the process was changed to involve the college's chief instructional officer. While not always conducting the evaluation and creating the documentation, the chief instructional officer will be briefed of the evaluation materials before they are placed in the adjunct faculty member's personnel file.

During the writing of a 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.

- Review of the student survey used to evaluate online course sections.
- Review of the peer evaluation form used to evaluate traditional campus course sections.
- Creation and maintenance of a schedule of adjunct faculty evaluations to ensure regular review.

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. In collaboration with 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. (Appendix D3.1)

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 Coalinga added a full-time custodian, a full-time skilled maintenance worker, and increased a groundskeeper position from part-time to full-time. The additional positions will enable the college to maintain the recently completed Wellness Center and the Ag Science facility that is under construction in the same high quality manner that 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 technology 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.

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)

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

Included in this survey were 14 questions addressing committee effectiveness and 9 items designed to measure communication and transparency. In mid-October, the *Committee Communication Effectiveness Survey* was sent out to members of the 27 district and college participatory governance committees via Survey Monkey. The response rate was 61%. (Appendix C2.3)

The team also discussed and planned avenues and venues for disseminating the survey results post completion. It was determined that the chancellor and presidents would identify areas that need improvement and would address required changes appropriately with the council and committee chairs. In addition, Chancellor's Executive Cabinet will work together to address committee structure, leadership, and communication concerns. Committee chairs will be accountable for making necessary improvements to address low ratings.

As of November 2011, the results have been shared at Chancellor's Executive Cabinet and several other district and college councils including President's Cabinet.

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.

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.

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 Community College District (WHCCD) has been proactive in providing distance education opportunities in its class schedule, thereby improving student access to higher 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 late 1990's as the Internet became readily available. Because of our rural remote setting, the 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 WHCCD. During the summer and early fall of 2011, the vice chancellor of educational services and workforce development met with the chief instructional officer (CIO) from each college and the associate vice chancellor of educational services & 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 reside with the CIO of each college. Specifically, each CIO is responsible for schedule development, faculty assignment, faculty evaluation, and all instructionally related documentation including syllabi, attendance, and grades. The CIO monitors distance education curriculum development at college Curriculum Committee meetings and maintains the link to program review. The district assists in the coordination and delivery of the necessary technology support and training.

The college chief instructional officer is responsible for all aspects of instruction at the college regardless of 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 another instructional administrator; however, it is the chief instructional officer that ensures that the selection, assignment, and evaluation processes are fulfilled on behalf of the college.

With regards to distance education staffing and scheduling, the two West Hills Community College District CIOs work collaboratively to develop a distance education schedule. Each CIO has ultimate authority over the college course schedule and uses distance education classes to augment the face-to-face schedule. This collaboration, while laborious, maximizes resources and provides an improved opportunity for students to complement their face-to-face class schedule or work schedule. Priority is given to creating a course schedule that supports college degree completion by enrolling and successfully engaging in online instruction.

Evaluation of adjunct and 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 2006-2009 (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 in 2009 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. Besides the forms, there is no difference in the evaluation procedure of online faculty and traditional classroom faculty. All faculty are evaluated according to the process and timeline established in the CBA. Adjunct faculty are evaluated in the first semester of instruction and on a regular basis thereafter. West Hills College 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. (Appendix D2.2)

An evaluation of the districtwide distance education programs was conducted in 2009 informing 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 districtwide distance education should aspire to achieve.

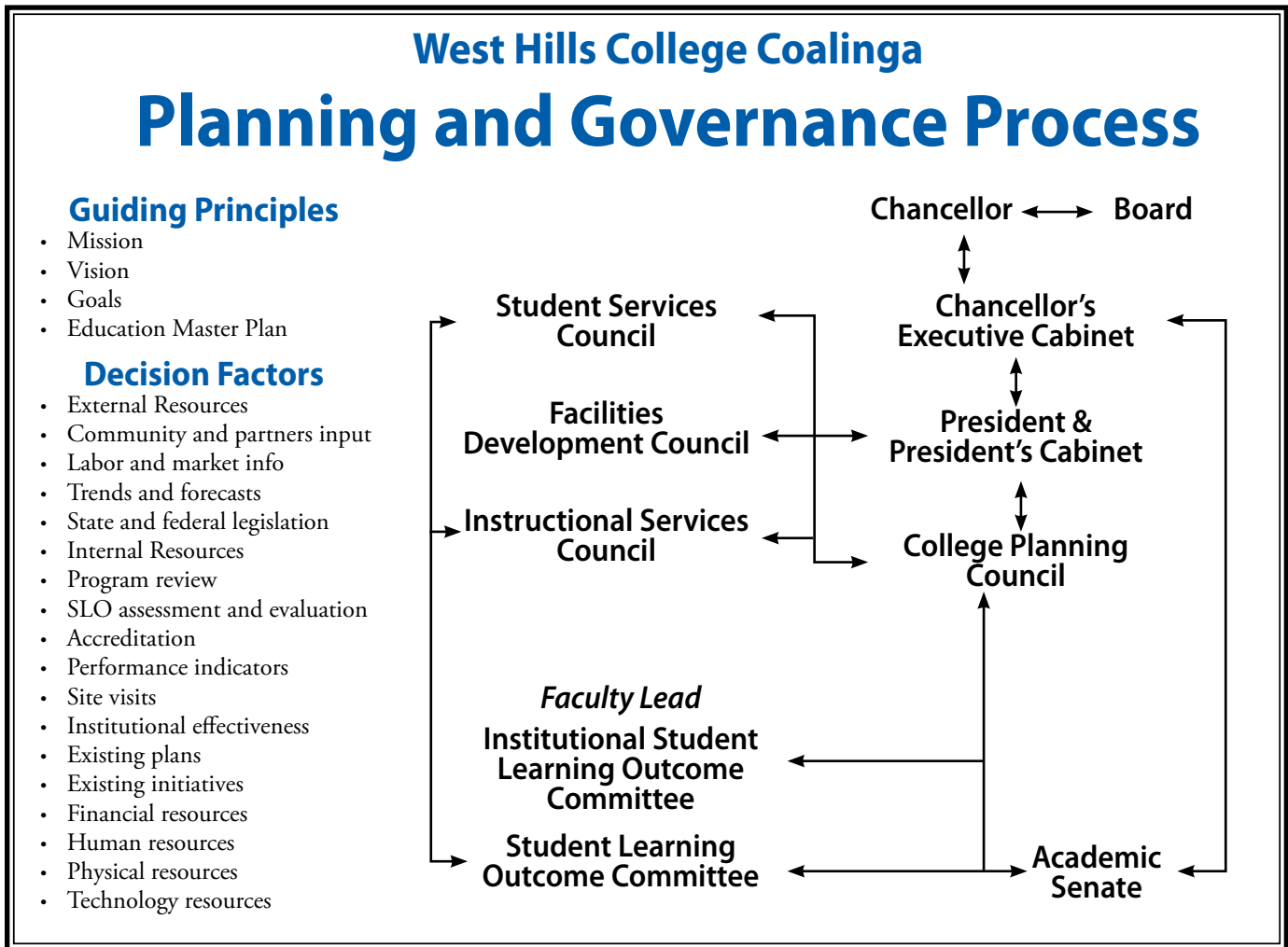
As part of the ongoing and systematic cycle of evaluation, the district included districtwide distance education programs as part of

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.

The district will continue to evaluate districtwide 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 Accreditation Standards.

Appendix C1.1

PLANNING CHART



Narrative

All of the Councils are responsible for Access, Student Success, Accreditation, Budget, Support Staff Needs, Planning/Research, Program Review, Student Learning Outcomes, and Technology.

Student Service Council (SSC) Develops, implements, monitors, reviews, evaluates, revises, and makes recommendations related to student support services. It assists in the development, planning, supervision, and completion of the accreditation self-study. The council sends its recommendations to the College Planning Council (CPC). Membership is made up from administration, directors, certified, classified, and students.

Facilities Development Council (FDC) Functions as the coordinating unit for all facilities development, facilities maintenance, and safety issues. It assists in the development, planning, preparation, supervision, and completion of the accreditation self-study. The council sends its recommendations to the College Planning Council. Membership is made up from faculty, administration, DSPS Representative, classified, and students.

Instructional Services Council (ISC) Develops, implements, monitors, reviews, evaluates, and revises instructional activities. It serves as the steering committee for the accreditation process. The council sends its recommendations to the College Planning Council. Membership includes district and college administrators, and Ex-Officio members from the district and college.

College Planning Council (CPC) It functions as the highest collaborative Council for the college with a focus on planning, resource allocation, accreditation, and institutional effectiveness. It also receives and reviews recommendations made by other college councils and/or committees when items have the potential for college-wide implications or impact. It also makes recommendations to the college president. The membership includes college administrators, faculty, staff, and students. Ex-Officio members are from district administration.

President Participates and/or leads various councils and committees and makes the final decision on various matters, as well as providing feedback to the Chancellor Executive Cabinet (CEC) and to the College Planning Council (CPC). Is responsible for the college's accreditation and allocates/delegates roles and responsibilities for different council participation and accreditation completion.

President's Executive Cabinet The cabinet discusses all aspects of the college including budget, facilities, faculty, policies and procedures, programs, accreditation, events, staff needs, projects, state-wide initiatives, and partnerships. The membership is made of college administrators. The first Tuesday of the month district administrators attend the Cabinet meeting.

Chancellor Executive Cabinet (CEC) It approves, recommends, replaces and revises policies and procedures that come from the president of the college and to/from the District Chancellor. Membership includes District Chancellor; Vice Chancellors; Foundation Executive Director; and, college presidents.

Chancellor Leads the CEC and reports to the Board of Trustees. Makes recommendations for new policies and procedures, revisions, and/or replacements of old policies and procedures to the CEC and to/from Board of Trustees. There is only one Chancellor in the WHCD.

Board of Trustees The board members approve and/or deny all policies and procedures made to it by the Chancellor. The board also has a direct line to and from the Academic Senate. Again, it approves and/or denies all policies and procedures that the Senate brings to the Trustees. There are seven Board of Trustee members, and one non-voting student member.

Academic Senate (AS) The Senate members review, revise, and recommend policies and procedures related to all academic matters. It reports directly to the Board of Education and sends recommendations to the College Planning Council (CPC). It also receives recommendations from the Student Learning Outcome Committee (SLOC) and can send back to SLOC recommendations and revisions. Membership includes faculty representatives from each instructional area, an administrative representative, secretary, and non-teaching faculty.

Institutional Student Learning Outcome Committee (ISLOC) The committee reviews the data from course level SLOs by Core Competencies, pathways, enrollment, CSU Transfer, and IGETC in order to recommend college-wide student learning improvements. The committee is made up of 2 representatives from each learning area, the SLO coordinator as co-chair, and an administrative chair. The committee was instrumental to develop the Core Competencies (degree level SLOs) and will give annual reports to the CPC during each spring term of their results their findings and recommendations starting spring 2011.

Student Learning Outcome Committee (SLOC) The committee is made up of one faculty member from each learning area, an administrative advisor, the SLO coordinator as chair, and the curriculum chair as an Ex-Officio member. The committee is a subcommittee of Academic Senate and is responsible in overseeing the SLO process at the course and program levels: assists college faculty in developing program & course student learning outcomes, tracks the SLO program and course assessments and changes, and evaluates the SLO process based upon the ACCJC rubric and college effectiveness. The committee also produces an annual report (the comprehensive report) to the CPC every fall semester for results of the previous academic year's SLO assessments and makes goals for the following.

Process

The West Hills College Coalinga governance structure and process is designed to be inclusive, collaborative and representative. It involves faculty, staff, students, administrators, and community members in the planning and the operations of the college. The governance structure and process supports the participatory approach to decision making at all levels.

The Board of Trustees is the final authority for governance at West Hills College Coalinga, and delegates its authority to the District Chancellor who in turn delegates authority to the College President. The College President then solicits and receives input through the participatory governance decision-making process at the college level.

There are four (4) different Councils; two (2) Committees; two (2) Cabinets; the Academic Senate; and, the President that make up the West Hills College Coalinga Governing Structure. Above them are the Chancellor's Executive Cabinet; the Chancellor; and, the Board of Trustees.

The communication among all of the above groups and individuals is intended to be collaborative and reciprocal so that there is the opportunity to maximize participatory governance decision-making at all levels.

Appendix C1.2



WEST HILLS
COMMUNITY COLLEGE DISTRICT

Function Mapping

District Functions

- Admissions, Records, and Registration
- Budget Development
- Budget Services
 - √ Accounting
 - √ Payroll
 - √ Purchasing
- Child Development Centers
- Foundation
- Grant Development
- Human Resources
- Information Technology
 - √ Data Management
 - √ eCampus
 - √ Technology Development and Planning
 - √ Technology Services and Applications
 - √ Help Desk
 - √ Video Conferencing
- Marketing
- Research
- VTEA (Vocational and Technical Education Act)
- Web Services
- Workforce/Economic Development

College Functions

- Athletics
- Auxiliary Services
 - √ Bookstore
 - √ Food Services
 - √ Residence Halls
- Catalog/Schedule Development
- Community Education
- Curriculum Development
- DSPS (Disabled Students Program & Services)
- EOPS (Extended Opportunities Program & Services)
- Facilities Planning
- Financial Aid
- Library/Learning Resources
 - √ Library
 - √ Media Services/Audio Visual
 - √ Tutoring
- Maintenance/Transportation
- Program Development
- Program Review
- Staffing (Prioritization, Allocation, and Placement of Staff at Appropriate Locations)
- Student Learning Outcomes
- Student Services
- Vocational Programs

Admissions, Records, and Registration

District function with staff assigned at each college

- Maintain online application and automated process. Colleges handle exceptions.
- Maintain and monitor storage of student records (i.e. grades, attendance records etc.)
- Set registration schedule; maintain registration services; monitor registration process

District Office Keith Stearns, Associate Vice Chancellor of Academic and Information Systems, Maria Lourenco, Instructional Operations Manager

WHC Coalinga Sandra Dagnino, Admissions & Records Assistant

WHC Lemoore Jose Lopez, Dean of Student Services

Athletics

College function

WHC Coalinga Mark Gritton, Associate Dean of Student Services

WHC Lemoore Bob Clement, Director of Athletics

Auxiliary Services – Bookstore

College Function

- Operated by Follett Higher Education Group
- Works closely with college and district staff
- Provides services to students in regard to books and other instructional materials and supplies

WHC Coalinga Gary Boyd, Food Service Manager

WHC Lemoore Debbie Christy, Food Service Cook

Auxiliary Services – Food Services

College function

- Offers variety of meals, beverages, and snacks to students and employees
- Provides customer service
- Ensures required safety/sanitation procedures are followed

WHC Coalinga Gary Boyd, Food Service Manager

WHC Lemoore Debbie Christy, Food Service Cook

Auxiliary Services – Residence Halls

College function

WHC Coalinga Alex Villalobos, Director of Residential Living

Budget Development

District function in coordination with colleges

- Provides criteria and institutional guidelines for financial planning and budgeting
- Complies with statutory deadlines for tentative and adopted budget planning and approval
- Provides current resource allocation

District Office Frank Gornick, Chancellor, Ken Stoppenbrink, Vice Chancellor of Business Services

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Budget Services - Accounting

District function in coordination with colleges

- Processes all accounts payable and accounts receivable transactions
- Reconciles accounts
- Processes reimbursement claims and travel requests
- Prepares financial statements
- Oversees the disbursement and account maintenance of financial aid
- Assists in managing grant accounting

District Office Anne Jorgens, Budget Services Supervisor, Ken Stoppenbrink, Vice Chancellor of Business Services, Tammy Weatherman, Director of Fiscal Services

WHC Coalinga Marlon Hall, Vice President of Student Services, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Sylvia Dorsey-Robinson, Vice President of Student Services

Budget Services – Payroll

District function in coordination with colleges

- Processes payroll for all college and district employees
- Prepares monthly, quarterly, and annual federal, state, and district reports
- Monitors and adjusts employee wages

District Office Suzanne Rockwell, Accounting Technician I, Ken Stoppenbrink, Vice Chancellor of Business Services

WHC Coalinga Marlon Hall, Vice President of Student Services, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Sylvia Dorsey-Robinson, Vice President of Student Services

Budget Services – Purchasing

District function in coordination with colleges

- Oversees and monitors purchasing throughout the district
- Processes all requisitions and purchase orders
- Communicates with employees and vendors regarding purchases

District Office Ken Stoppenbrink, Vice Chancellor of Business Services, Thelma Trevino, Accounting Services Supervisor

WHC Coalinga Marlon Hall, Vice President of Student Services, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Sylvia Dorsey-Robinson, Vice President of Student Services

Catalog/Schedule Development

College function with support from District Office

Catalog

- Catalog production is administration lead with input from deans, counselors, faculty, and staff
- Production of a clear and accurate two year catalog with timely revisions
- Production of catalog addenda as needed

Schedule

- Schedule is developed based on input from faculty
- Courses are assigned to faculty
- Production of the course schedule allows students to matriculate in a timely fashion (offerings are coordinated over two years for program completion)

District Office Keith Stearns, Associate Vice Chancellor of Academic and Information Systems, Maria Lourenco, Instructional Operations Manager

WHC Coalinga Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services

Child Development Centers

District function in coordination with colleges

- Provide high quality early care and education
- Provide early intervention for children with special needs
- Enhance family capacity by providing services and education for parents
- Provide best practices in early education
- Support early education educators throughout the district

District Office Kathy Watts, Director of Child Development Centers, Juanita Alvarado, Child Development Center Site Supervisor (Avenal), Conne Cleveland, Early Education Coordinator (Coalinga), Virginia Cruz, Child Development Center Site Supervisor (San Joaquin), Anna Gonzales, Child Development Center Site Supervisor (Firebaugh), Nancy Jeffcoach, Child Development Center Site Supervisor (Lemoore), Ana Leon, Child Development Center Site Supervisor (Avenal), Lorri Redding, State Preschool Supervisor (Huron), Tammy Thompson, Early Education Coordinator (San Joaquin), Mina Valdeabella, Family Resource Coordinator

Community Education

College function

- Identify community needs
- Develop and promote fall, spring, and summer schedule for community education classes
- Work with instructors to develop curriculum for community education classes
- Support marketing of community education classes
- Facilitate registration of students and payment for courses

WHC Coalinga Raquel Rodriguez, Associate Dean of Student Learning

WHC Lemoore James Preston, Dean of Educational Services

Curriculum Development

College function with support from District Office

- Provide guidance during Curriculum Committee meetings
- Report curriculum updates to the District Office and to the state Chancellor's Office
- Maintain an up to date curriculum inventory

District Office Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development

WHC Coalinga Sarah Shepard, Business Instructor/Curriculum Committee Co-Chair, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Vera Kennedy, Sociology Instructor/Curriculum Committee Co-Chair

DSPS (Disabled Students Program & Services)

College function

- Assess students to determine if they qualify for disability services
- Authorize necessary and appropriate accommodations
- Serve as liaison for students with disability between agencies
- Provide assistive technology
- Provide training for students and staff
- Ensure compliance with ADA and Section 504 of the Rehabilitation Act

WHC Coalinga Marlon Hall, Vice President of Student Services

WHC Lemoore Sylvia Dorsey-Robinson, Vice President of Student Services

EOPS (Extended Opportunities Program & Services)

College function

- Provide over and above services to financially and educationally disadvantaged students
- Provide book grants to assist students
- CARE component serves single heads of household receiving public aid

WHC Coalinga Marlon Hall, Vice President of Student Services

WHC Lemoore Joel Ruble, Dean of Categorical Programs

Facilities Planning

College function with support from District Office

- Work with district architect to plan future facilities and campus master plan
- Approve completed building designs for construction
- Approve technology and furniture installation for new facilities
- Plan scheduled maintenance priorities
- Approve remodel for efficiency designs

District Office Frank Gornick, Chancellor, Kevin Cobb, District Architect

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Financial Aid

College function with support from District Office

- Allocates financial aid disbursements
- Provides financial aid intake, needs analysis, and award processing
- Calculates unmet need
- Monitors satisfactory academic progress
- Monitors enrollment verification status at time of disbursement
- Provides loan counseling and award

WHC Coalinga Joseph Koroma, Director of Financial Aid

WHC Lemoore Deborah Soria, Director of Financial Aid

Foundation

District function in coordination with colleges

- Coordinates district fundraising events and assists the colleges with fundraising events
- Serves as the fiscal agent for district and college fundraising activities and provides processing services for funds that are spent
- Administers scholarship funds

District Office Frances Squire, Executive Director of West Hills Community College Foundation

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Grant Development

District function in coordination with colleges

- Responsible for identifying external funding opportunities and securing grant or contract funds to support and expand college academic and student support services and improve infrastructure support through acquisition of capital and equipment funds
- Serves as the primary contact with federal, state, and local funding sources
- Responsible for developing funding requests, working with college personnel on service and equipment needs, handling follow up negotiations or provision of required information for funding

District Office Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development, Cathy Barabe, Director of Grants

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Human Resources

District function in coordination with colleges

- Employee relations including performance evaluations, discipline, collective bargaining, etc.
- Recruitment and selection
- Benefits administration including health benefits, leave accruals, worker's compensation, etc.
- Plan and coordinate employee orientations, functions, and trainings

District Office Ken Stoppenbrink, Vice Chancellor of Business Services

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Information Technology – Data Management

District function; service and support issues coordinated with colleges

- Maintain Enterprise Resource Planning System (Datatel Colleague)
- Monitor and maintain data integrity and consistency
- Support and develop secondary data storage and reporting services
- Develop and provide operational reports for district staff
- Provide data for institutional research department
- Administrative of web servers

District Office Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Mngmnt, Michelle Kozlowski, Associate Vice Chancellor of Ed Services and Information Technology, Keith Stearns, Associate Vice Chancellor of Academic and Information Systems

WHC Coalinga Marlon Hall, Vice President of Student Services, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Sylvia Dorsey-Robinson, Vice President of Student Services

Information Technology - eCampus

District function; service and support issues coordinated with colleges

- Oversight of district Distance Education Strategic Plan
- Faculty support and training on use of learning management system (LMS)
- Creation and support of classroom technology standard
- Faculty, staff, and student technology training
- Online class schedule creation

District Office Michelle Kozlowski, Associate Vice Chancellor of Ed Services and Information Technology

WHC Coalinga Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services

Information Technology – Help Desk

District function

- Student and staff assistance with BlackBoard (LMS), email, MyWestHills, password resets, and general technology issues

District Office Michelle Kozlowski, Associate Vice Chancellor of Ed Services and Information Technology, Idelle Mahrt, Student Help Desk Coordinator

Information Technology – Technology Development and Planning

District function; service and support issues coordinated with colleges

- Oversight of District Strategic Plan for information technology

District Office Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development, Michelle Kozlowski, Associate Vice Chancellor of Ed Services and Information Technology

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Information Technology – Technology Services and Applications

District function; service and support issues coordinated with colleges

- Infrastructure and maintenance including voice, video, and data networks; central computing servers and other data center systems; approval and purchase of all computers and peripheral hardware
- Administration of mission critical business applications including Datatel Colleague, BlackBoard, etc.; Exchange; SIRSI
- End user technical services including maintenance, repairs, installations, upgrades, etc.

District Office Michelle Kozlowski, Associate Vice Chancellor of Ed Services and Information Technology

WHC Coalinga Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services

Information Technology – Video Conferencing

District function; service and support issues coordinated with colleges

- Sets standards for video conferencing equipment, both in classrooms and conference rooms
- Responsible for equipment installation, programming, and maintenance
- Training for faculty and staff on the appropriate use of the equipment

District Office Michelle Kozlowski, Associate Vice Chancellor of Ed Services and Information Technology

WHC Coalinga Jill Stearns, Vice President of Educational Services, Edwardo Sanchez, Media Specialist

WHC Lemoore Dave Bolt, Vice President of Educational Services, Scott Young, Media Assistant

Library/Learning Resources – Library

College function

- Supervision and coordination of faculty librarian and learning resource center personnel.
- Develop and advocate for budget allocation to improve and make current the library resources available to students and staff
- Management of electronic resources, including facilitating new purchases for the library and learning resources.
- Facilities development planning to ensure an up to date and modern library

WHC Coalinga Matt Magnuson, Librarian, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Ron Oxford, Librarian

Library/Learning Resources – Media Services/Audio Visual

College function with support from District Office

- Maintains classroom instructional technology
- Provides computers to teaching staff as requested
- Provides media services for non-instructional events

District Office Michelle Kozlowski, Associate Vice Chancellor of Ed Services and Information Technology

WHC Coalinga Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services

Library/Learning Resources – Tutoring

College function

- Provides supplemental instruction to students as needed
- Arranges for tutoring to satisfy special staffing requests or circumstances
- Provides training and supervision of tutoring staff at all campus and center locations

WHC Coalinga Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services

Maintenance/Transportation

College function with support from District Office

- Provides for secure, safe, clean, and well maintained facilities and grounds
- Sub-departments include facilities, maintenance, grounds, custodial, campus security, and transportation
- Planning and implementation of all new construction
- Monitor and oversee all phases of new construction
- Coordinates rental of facilities
- Ensures proper room setup for campus events
- Maintains and accurate billing system for facility rental fees
- Emergency repairs; health and safety issues
- Routine maintenance, ensuring that repairs are made in a timely manner
- Preventive maintenance (routing inspections and maintenance of existing equipment)
- Scheduled/deferred maintenance (long term plan for major repairs to facilities and equipment)
- Ensures all fleet vehicles are properly maintained
- Maintain proper mileage logs and request documents

District Office Ken Stoppenbrink, Vice Chancellor of Business Services

WHC Coalinga Shaun Bailey, Director of Maintenance and Operations

WHC Lemoore Johnathan Bernal, Director of Maintenance and Operations

Marketing

District function in coordination with colleges

- Creates community awareness of the district and colleges
- Creates marketing strategies for the district and colleges
- Provides graphic design services and branding guidelines for the district and colleges
- Protect the West Hills brand by overseeing the development of all marketing materials at the district and college levels
- Handles internal and external communications for the district and colleges

District Office Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management, VACANT,
Director of Marketing

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Program Development

College function with approval from District Office

District Office Frank Gornick, Chancellor

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Program Review

College function with approval from District Office

- Work with Institutional Effectiveness and Program Review Committee (IEPRC) to create program review schedule for instructional, student services, and district program and review the submitted program reviews
- Provide workshops and support activities to help staff and faculty complete the program review process
- Coordinate with appropriate governance committees to take program reviews to the necessary committees

District Office Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Mngmnt, Frank Gornick, Chancellor

WHC Coalinga Marlon Hall, Vice President of Student Services, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Sylvia Dorsey-Robinson, Vice President of Student Services

Research

District function in coordination with colleges

- Provides information to college and district office executives charged with developing and implementing policy
- Leads the district's strategic planning process and supports the college's strategic planning processes
- Provides analytical consultation and assistance to administrative and academic units, as well as to district and college committees
- Works with the Academic and Information Systems department to develop and maintain accurate, comprehensive databases to support planning and management decision making

District Office Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Mngmnt., Keith Stearns, Associate Vice Chancellor of Academic and Information Systems

WHC Coalinga Willard Lewallen, President, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Don Warkentin, President

Staffing (Prioritization, Allocation, and Placement of Staff at Appropriate Locations)

College function initiated by colleges and supported by District Office

- Use resource allocation model in coordination with executive team
- Assist in the review and analysis of departmental needs

District Office Frank Gornick, Chancellor

WHC Coalinga Willard Lewallen, President

WHC Lemoore Don Warkentin, President

Student Learning Outcomes (SLOs)

College function with support from District Office

- SLO Committee assists college faculty (by conducting workshops) in developing program and course SLOs on a set schedule
- SLO Committee tracks the SLO program and course assessments and changes
- SLO Committee evaluates the SLO process based on the Accrediting Commission for Community and Junior Colleges (ACCJC) rubric and college effectiveness
- SLO Committee chair completes the annual SLO report that is submitted to ACCJC

District Office Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development

WHC Coalinga David Babb, Biology Instructor/SLO Coordinator, Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services, Arkady Hanjiev, Math Instructor/SLO Coordinator

Student Services

College function with support from District Office

- Responsibilities include enrollment, articulation, assessment, counseling, matriculation, transfer activities, career center activities, recruitment, special programs, and student activities

District Office Keith Stearns, Vice Chancellor of Academic and Information Systems

WHC Coalinga Marlon Hall, Vice President of Student Services, Mark Gritton, Associate Dean of Student Services

WHC Lemoore Sylvia Dorsey-Robinson, Vice President of Student Services, Jose Lopez, Dean of Student Services

Vocational Programs

College function with support of District Office

District Office Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development

WHC Coalinga Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services

VTEA (Vocational and Technical Education Act)

District function in coordination with colleges

District Office Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development

WHC Coalinga Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services

Web Services

District function in coordination with colleges

- Plans, develops, coordinates, and maintains the information , architecture, and technical foundation of the district's internet and MyWestHills portal sites
- Creates and manages policies, governance, and procedures to ensure high quality and appropriateness of web content, consistent display, access, and security

District Office Carlos Posadas, Web Administrator

WHC Coalinga Marlon Hall, Vice President of Student Services, Jill Stearns, Vice President of Educational Services

WHC Lemoore Sylvia Dorsey-Robinson, Vice President of Student Services

Workforce/Economic Development

District function in coordination with colleges

District Office Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development, Robert Pimentel, Director of Special Grant Programs, David Castillo, Director of Special Grant Programs

WHC Coalinga Jill Stearns, Vice President of Educational Services

WHC Lemoore Dave Bolt, Vice President of Educational Services

Appendix C2.1



2011-2012 Instructional Services Council Handbook

Mission

West Hills College Coalinga is committed to achieving student learning through the provision of educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.

Vision

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to the educational, social, cultural, and economic vitality of the region and state.

College Goals

1. We will maintain our focus on improving student success, improving customer service, and on being learner-centered.
2. We will develop and strengthen College and community interactions to improve access to education opportunities.
3. We will demonstrate academic quality, leadership, engagement, innovation, and creative thought.
4. We will enhance the financial strength of the College.

Membership (and terms of service)

- CIO (permanent)
- 6 Faculty - one from each Learning Area appointed by the Faculty Academic Senate
- Associate Dean of Student Learning
- Director, Farm of the Future (permanent)
- Associate Dean of Student Services (permanent)
- 1 DSPS Representative - selected by VP of Student Services
- 1 ITS Representative
- 2 Student Services Representatives

Ex-Officio Membership

- Director of NDC (permanent)
- Vice Chancellor of Institutional Effectiveness & Enrollment Management (permanent)
- Vice Chancellor, Educational Services and Workforce Development

Term Length

Council representatives will serve a two year term unless otherwise noted.

Council Responsibilities:

PURPOSE: To develop, implement, monitor, review, evaluate, and revise college instructional activities in accordance with the college mission, vision, and college goals.

1. Accreditation

- Serve as the steering committee for the accreditation process.
- Provide leadership in the development, planning, preparation, supervision, and completion of the accreditation self study.
- Promote a campus culture that is concerned about accreditation.

2. Budget

- Make recommendations to the College Planning Council for the annual instructional budget including:
 - Full-time faculty
 - Adjunct/overload
 - Instructional supplies
 - Instructional equipment
- Prioritize budget requests from instructional program

3. Enrollment Management

- Make recommendations regarding educational practices such as course cancellation protocols, minimum/maximum class size, room usage, and scheduling to respond to changing student learning needs and college FTES targets.
- Review and make recommendations regarding grants and outside funding source proposals that impact instructional areas to verify relationship to instructional needs and the college mission, vision, and goals.

4. Faculty/Staff Needs

- Make recommendations and identify priorities for new faculty positions and other instructional staffing needs annually.
- Assist with mentoring and orientation for new full-time faculty.
- Assist with orientation for adjunct faculty each semester.
- Promote staff development activities for faculty to improve their individual effectiveness consistent with the college mission, vision, and goals.
- Make recommendations for Flex/Duty Day activities related to staff and improvements in student learning.
- Assist in the improvement of communication between the instructional staff and faculty.

5. Planning/Research

- Review and interpret research data related to instruction.
- Promote the use and understanding of research as a basis for instructional decision-making.
- Contribute to the development, implementation, review and annual revision of the Master Education Plan.
- Assist in the development of the End-of-Year Report, which is presented to the Board of Trustees by the College President.

6. Program Review

- Develop, review, and revise the instructional program review process in collaboration with the Academic Senate.
- Review program review documents annually and present a summary of proposed needs, changes and problems to the College Planning Council, Curriculum Committee, and Academic Senate as appropriate.
- Determine process for development and approval of new educational programs.
- Determine guidelines for “at-risk” programs and assist faculty in developing action plans to strengthen “at risk” programs.
- Recommend discontinuance of programs that cannot be strengthened.

7. Student Learning Outcomes

- Participate in the development, implementation, and assessment of student learning outcomes at the course, program, and degree levels.
- Assist faculty in reviewing course outlines and syllabi for inclusion of student learning outcomes.

8. Technology

- Make recommendations and identify priorities for technology issues related to instructional services.

9. Institutional Effectiveness

- Conduct annual evaluation of the effectiveness of program review.
- Conduct annual evaluation of the effectiveness of the Instructional Services Council.

Appendix C2.2



WEST HILLS COLLEGE COALINGA

College Planning Council

Minutes

November 9, 2011

R Bldg. 10A/B – 2pm

MEMBERS

Council Member	Representing	Present	Absent
Willard Lewallen	President	X	
Jill Stearns	CIO	X	
Michael Burke	Faculty Senate President	X	
Marlon Hall	CSSO	X	
Richard Larson	Director, Farm of the Future	X	
Mark Gritton	Associate Dean of Student Services/Athletic Director	X	
Alex Villalobos	Classified Manager	X	
Brandy Wilds	Faculty	X	
Anna Lisa Little	Faculty	X	
Martha Rodriguez	Faculty/Counselor	X	
Sandy Dagnino	Classified	X	
Brandon Hicks	Classified	X	
Tom Robb	Classified	X	
Gerald Butler	ASB President	X	
Dominique Williams	ASB Other		X
Marcel Hetu	NDC Director	X	

EX-OFFICIO MEMBERS

Name	Title	Present	Absent
Ken Stoppenbrink	VC of Business Services		X
Pedro Avila	VC of Institutional Effectiveness and Enrollment Management	X	
Carole Goldsmith	VC of Educational Development and Workforce Development		X
Shaun Bailey	M & O Director		X

GUESTS

Name	Title
Raquel Rodriguez	Associate Dean of Student Learning

CALL TO ORDER & INTRODUCTIONS

Willard Lewallen called the meeting to order. No new introductions were made today.

RUMOR CONTROL

No rumors were discussed. An update was given on the campus heating problems. Jill Stearns reported that M & O anticipates having it up and running by Friday (repairs will be made once the manufactured parts are in). Dr. Lewallen reported that tuition increases are not anticipated until summer 2012 and that January may be the soonest we know anything for sure.

ACTION ITEMS

Approval of Minutes – October 26, 2011

A motion was made by Marcel Hetu to approve the minutes from October 26, 2011 with one correction “Carlos Posadas” was not in attendance remove as an attending guest, seconded by Marlon Hall, motion carried.

Board Policies and Administrative Procedures

Willard Lewallen reported that there are no new board policies or administrative procedures to be reviewed at this time.

Program Review(s)

First Reading – no action necessary

Pedro Avila presented the WHCCD Marketing Program Review (dated 11.3.11). Mr. Avila acknowledged Frances Squire, Karan Folsom, Felicia Torrez, and Carlos Posadas for their input on with this process and thanked them for their hard work. Pedro then reviewed the information with today’s participants. This item will be brought back to the next meeting for approval.

Second Reading – Recommendation to Approve

None at this time

Consideration of formation of Accreditation Council

Willard Lewallen discussed the recommendation of the formation of the accreditation council. The proposed handbook was reviewed. The implementation of this council will keep accreditation at the forefront and will provide a venue for communication of accreditation changes, initiatives, issues, etc. The members of the council will become the college experts on accreditation. It was suggested the council meet at least once each semester (and as needed) and more frequently when the self study process begins. Dr. Lewallen recommended adding a section including “frequency of meetings.” He also noted that this should be included in all of our other council handbooks. Jill Stearns asked that #7 be revised: “conduct evaluation after the midterm report is completed and following the comprehensive visit.” It was suggested that membership should also include one ASB student representative from WHCC and NDC. Suggested changes will be incorporated and this item will be brought back to the next meeting for consideration.

Consideration of “Procedure for Proposal of New Educational Program

Willard Lewallen discussed the updated document. It now includes budget information now and routing information. Curriculum development and adding faculty would not occur until the program has been approved. Research and viability will be needed information (LVN may be the pilot for this process). Jill Stearns also shared that this information can also be used when using other agencies in the approval process. Discussion followed.

A motion was made by Marcel Hetu to approve the presented procedures for proposal of a new educational program, seconded by Jill Stearns, motion carried unanimously.

Consideration of modification to CPC Handbook to include provision for annual evaluation of CPC effectiveness

Willard Lewallen discussed the modifications. He shared that the handbook does not include “how” the evaluation of effectiveness will be done, although a regular ongoing cycle is necessary. Dr. Lewallen also said that results from the recent survey regarding committee effectiveness and communication/transparency (dated 10.17.11) will be used as part of the evaluation process. CIO and CSSO terms are used because these positions are not always a vice president position. Accreditation council should be added under 1. Council recommendations.

A motion was made by Marcel Hetu to approve the recommended changes to the CPC handbook, seconded by Gerald Butler, motion carried unanimously

INFORMATION/DISCUSSION/PRESENTATIONS

Procedure for prioritization of faculty positions

Willard Lewallen said the information provided are samples of what has been provided to the Academic Senate to facilitate their prioritization process.

Communication and Effectiveness Survey Results

Dr. Lewallen shared the results of the survey regarding committee effectiveness and communication/transparency. The results were not discussed at this time. The results will be utilized as part of the annual evaluation of effectiveness that all councils and committees will complete this academic year.

Routing forms forwarded for board policies and administrative procedures

None at this time

OTHER ITEMS/BRIEF ANNOUNCEMENTS

Dr. Lewallen reminded everyone about the following upcoming events:

- Big Monday Bash Social Hour & Dinner
Monday, December 5 – at 5:30pm, Coalinga Elk's Lodge
- Student Forum at NDC
Monday, November 7 – at 12:00n, NDC Rm. 26
- Dinner with Prospective HS President's Scholars at NDC
Monday, November 7 – at 6:00pm, NDC Rm. 26
- Lights of Love 2011
Monday, November 14-December 2 – at 10:00am to 4:00pm, WHCC ASB Office
- Dinner with Prospective HS President's Scholars at WHCC
Monday, November 14 – at 6:00pm, WHCC Gym
- International Education Week
Monday-Friday, November 14-18
- International Program "Thanksgiving Dinner"
Friday, November 18 – tbd
- 16th Annual Thanksgiving Dinner for College Students
Thursday, November 24 – at 2:00pm, Lobby of Gordon Hall
Donations being accepted telephone 934-2455
- Annual Tree Trimming Activity
Wednesday, November 30 – at 5:00pm, Admin. Bldg. Foyer

Dr. Lewallen said a Thanksgiving feast will also take place at WHCC on Tuesday, November 22 for college staff.

Marlon Hall said an educational roundtable with feeder high school principals, superintendents, and counselors will be held on November 29, to share initiatives, etc. The college is looking at strengthening relationships.

NEXT MEETING(S)

Dr. Lewallen reminded everyone about the next scheduled meetings:

- November 23, 2011
- December 14, 2011

ADJOURNMENT

Appendix C2.3



**WHCCD COMMITTEES
COMMUNICATION & EFFECTIVENESS SURVEY RESULTS**
Prepared by the Office of Institutional Effectiveness
Updated on Monday, October 17, 2011

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Number of Survey Responses by Committee

Please select all college and or district committees where you have participated as an active member during the past year.	Response total
District Chancellor's Executive Cabinet	7
District Educational Coordinating Council	12
District Leadership Council	11
District Risk Management Committee	9
District Strategic Planning Committee	17
District Technology Council	7
Coalinga Academic Senate	8
Coalinga College Planning Council	15
Coalinga Curriculum Committee	8
Coalinga Facilities Development Council	7
Coalinga Instructional Services Council	10
Coalinga President's Executive Cabinet	8
Coalinga Student Learning Outcomes Committee	12
Coalinga Student Services Council	9
Lemoore Academic Senate	7
Lemoore Budget Allocation Committee	6
Lemoore Curriculum Committee	8
Lemoore Employee Development & Success Committee	10
Lemoore Facilities Planning Committee	8
Lemoore Facilities, Safety, & Auxiliary	3
Lemoore Institutional Effectiveness & Program Review Committee	8
Lemoore Planning & Governance Council	17
Lemoore President's Intercommunication Team	13
Lemoore Strategic Planning Committee	14
Lemoore Student Learning Outcomes Committee	9
Lemoore Student Success Committee	7
Lemoore Technology Committee	5

Total Participants = 168

Total Respondents 78

Participation Rate (78/128) = 61%

About the Survey

A likert (agree – disagree) scale was used by respondents to rate each of the survey questions. A score was assigned to each response and the sum of the scores was used to identify the weighted average rating for each question.

Rating Scale Values

4.0 to 5.0 = Agree → Strongly Agree

3.0 to 3.9 = Neutral → Agree

2.0 to 2.9 = Disagree → Neutral

1.0 to 1.9 = Strongly Disagree → Agree

Benchmarks

Aggregated Results for all Questions Related to Committee Effectiveness - Benchmarks

The table below provides the lowest, average, and highest rating for all district and college committees. The average rating for each of these questions will be used as a benchmark for each committee to identify areas that perform well and those in need of improvement.

Question	Low	Average	High
There's little or no redundancy of duties between this committee and other college/district committees	2.0	3.8	4.6
This committee has influence in college and/or district decision making and institutional planning	1.3	3.8	5.0
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	2.8	4.0	4.8
Attendance and participation by members is good	3.3	4.0	4.8
Has clear and easy to follow procedures	3.2	4.0	4.6
The committee is provided with adequate information for decision making	3.0	4.1	4.6
Regardless of the issue, the committee is always focused on doing what is best for students	3.2	4.1	4.8
Management supports the committee's purpose and mission	2.7	4.1	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	3.4	4.2	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	3.1	4.2	4.7
The administrator or employee chairing this committee provides good leadership	3.3	4.2	4.8
The number of monthly or semester meetings is adequate	3.3	4.2	4.8
The name/title of the committee is appropriate and descriptive of its functions	3.3	4.3	4.9

Aggregated Results for all District and College Committees on Questions Related to Communication & Transparency - Benchmarks

The table below provides the lowest, average, and highest rating for all district and college committees. The average rating for each of these questions will be used as a benchmark for each committee to identify areas that perform well and those in need of improvement.

Question	Low	Average	High
Minutes, agendas, and other meeting documents are made accessible to all employees	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	2.4	3.8	4.8
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	3.1	3.9	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	3.1	3.9	4.4
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	1.6	4.0	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	3.0	4.1	4.9

Provides an environment that values different opinions	3.3	4.2	4.7
Provides an environment that encourages honesty	3.5	4.2	4.7

District Chancellor's Executive Cabinet

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	7	4.4	3.3	4.3	4.9
Management supports the committee's purpose and mission	7	4.6	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	5	3.8	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	7	4.6	3.3	4.2	4.8
The committee is provided with adequate information for decision making	7	4.6	3.0	4.1	4.6
Has clear and easy to follow procedures	7	4.6	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	7	5.0	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	7	4.3	3.2	4.1	4.8
Attendance and participation by members is good	7	4.9	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	7	4.6	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	7	4.7	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	7	4.7	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	7	4.4	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	6	4.7	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Avg.	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	7	3.6	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	7	4.4	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	7	4.1	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	7	3.7	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	7	4.4	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	7	3.7	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	6	4.2	2.4	3.8	4.8
Provides an environment that encourages honesty	7	4.3	3.5	4.2	4.7
Provides an environment that values different opinions	7	4.4	3.3	4.2	4.7

District Educational Coordinating Council

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	12	3.4	3.3	4.3	4.9
Management supports the committee's purpose and mission	12	3.4	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	12	3.9	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	12	3.9	3.3	4.2	4.8
The committee is provided with adequate information for decision making	12	3.3	3.0	4.1	4.6
Has clear and easy to follow procedures	12	3.2	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	12	3.1	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	12	3.2	3.2	4.1	4.8
Attendance and participation by members is good	12	4.2	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	12	3.0	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	12	2.8	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	12	3.0	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	11	3.7	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	11	3.4	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Low	Benchmark	
				Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	12	2.8	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	12	3.3	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	12	3.8	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	12	3.3	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	12	3.3	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	12	2.4	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	12	3.4	2.4	3.8	4.8
Provides an environment that encourages honesty	12	3.5	3.5	4.2	4.7
Provides an environment that values different opinions	12	3.3	3.3	4.2	4.7

District Leadership Council

Results Related to Committee Effectiveness

Response total	Total	Rating	Low	Benchmarks	
				Average	High
The name/title of the committee is appropriate and descriptive of its functions	11	4.1	3.3	4.3	4.9
Management supports the committee's purpose and mission	11	3.8	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	11	4.2	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	11	4.3	3.3	4.2	4.8
The committee is provided with adequate information for decision making	11	4.1	3.0	4.1	4.6
Has clear and easy to follow procedures	11	4.0	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	11	4.1	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	11	3.5	3.2	4.1	4.8
Attendance and participation by members is good	11	3.9	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	11	3.4	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	11	3.5	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	11	3.2	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	11	4.1	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	11	4.3	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Low	Benchmarks	
				Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	11	3.5	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	11	4.5	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	11	3.6	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	11	3.8	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	11	3.5	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	11	2.6	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	11	3.4	2.4	3.8	4.8
Provides an environment that encourages honesty	11	3.9	3.5	4.2	4.7
Provides an environment that values different opinions	11	4.0	3.3	4.2	4.7

District Risk Management Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	8	4.6	3.3	4.3	4.9
Management supports the committee's purpose and mission	9	4.4	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	9	4.4	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	9	4.3	3.3	4.2	4.8
The committee is provided with adequate information for decision making	9	4.4	3.0	4.1	4.6
Has clear and easy to follow procedures	9	4.2	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	9	4.3	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	9	4.4	3.2	4.1	4.8
Attendance and participation by members is good	9	4.2	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	9	4.2	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	9	4.2	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	9	4.4	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	9	4.4	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	9	4.7	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	9	4.4	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	9	4.3	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	9	4.2	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	8	4.1	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	9	4.6	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	9	3.4	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	9	3.6	2.4	3.8	4.8
Provides an environment that encourages honesty	9	4.7	3.5	4.2	4.7
Provides an environment that values different opinions	9	4.7	3.3	4.2	4.7

District Strategic Planning Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	17	4.5	3.3	4.3	4.9
Management supports the committee's purpose and mission	17	4.5	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	17	4.2	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	17	4.0	3.3	4.2	4.8
The committee is provided with adequate information for decision making	17	3.9	3.0	4.1	4.6
Has clear and easy to follow procedures	17	3.9	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	17	4.3	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	17	3.9	3.2	4.1	4.8
Attendance and participation by members is good	17	3.6	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	17	3.9	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	17	4.2	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	17	3.9	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	17	4.3	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	16	4.0	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Low	Benchmarks	
				Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	17	3.6	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	17	4.2	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	17	4.0	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	17	3.6	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	17	3.7	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	17	3.8	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	17	4.2	2.4	3.8	4.8
Provides an environment that encourages honesty	17	4.1	3.5	4.2	4.7
Provides an environment that values different opinions	17	4.2	3.3	4.2	4.7

District Technology Council

Results Related to Committee Effectiveness

Response total	Total	Rating	Low	Benchmarks	
				Average	High
The name/title of the committee is appropriate and descriptive of its functions	7	3.9	3.3	4.3	4.9
Management supports the committee's purpose and mission	7	3.7	2.7	4.14.6	
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	7	3.9	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	7	3.3	3.3	4.2	4.8
The committee is provided with adequate information for decision making	7	3.6	3.0	4.1	4.6
Has clear and easy to follow procedures	7	3.3	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	7	3.6	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	7	3.6	3.2	4.1	4.8
Attendance and participation by members is good	7	3.4	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	7	3.3	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	7	3.4	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	7	3.3	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	7	3.4	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	7	3.3	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Low	Benchmarks	
				Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	7	3.0	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	7	3.4	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	7	3.6	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	7	3.1	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	7	3.4	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	7	2.6	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	7	3.3	2.4	3.8	4.8
Provides an environment that encourages honesty	7	3.7	3.5	4.2	4.7
Provides an environment that values different opinions	7	3.9	3.3	4.2	4.7

Coalinga Academic Senate

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	8	4.6	3.3	4.3	4.9
Management supports the committee's purpose and mission	8	3.8	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	8	4.0	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	8	4.4	3.3	4.2	4.8
The committee is provided with adequate information for decision making	8	4.1	3.0	4.1	4.6
Has clear and easy to follow procedures	8	4.3	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	8	3.3	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	8	4.5	3.2	4.1	4.8
Attendance and participation by members is good	8	4.1	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	8	4.1	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	8	3.9	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	8	3.4	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	8	4.4	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	8	4.3	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	8	4.4	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	8	3.5	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	8	4.1	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	8	4.3	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	8	4.4	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	8	3.4	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	8	3.5	2.4	3.8	4.8
Provides an environment that encourages honesty	8	3.9	3.5	4.2	4.7
Provides an environment that values different opinions	8	3.9	3.3	4.2	4.7

Coalinga College Planning Council

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	15	4.5	3.3	4.3	4.9
Management supports the committee's purpose and mission	15	4.5	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	15	4.2	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	15	4.5	3.3	4.2	4.8
The committee is provided with adequate information for decision making	14	4.0	3.0	4.1	4.6
Has clear and easy to follow procedures	15	4.1	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	14	3.7	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	15	4.1	3.2	4.1	4.8
Attendance and participation by members is good	15	4.4	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	15	4.1	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	15	3.9	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	15	3.7	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	15	4.0	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	15	4.3	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	15	4.2	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	15	4.2	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	15	4.0	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	15	4.0	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	15	4.4	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	15	4.3	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	15	4.1	2.4	3.8	4.8
Provides an environment that encourages honesty	15	3.9	3.5	4.2	4.7
Provides an environment that values different opinions	15	3.9	3.3	4.2	4.7

Coalinga Curriculum Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	8	4.9	3.3	4.3	4.9
Management supports the committee's purpose and mission	8	4.4	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	8	4.3	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	8	4.8	3.3	4.2	4.8
The committee is provided with adequate information for decision making	8	4.6	3.0	4.1	4.6
Has clear and easy to follow procedures	8	4.6	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	8	3.6	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	8	4.8	3.2	4.1	4.8
Attendance and participation by members is good	8	4.5	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	8	4.3	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	8	4.6	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	8	4.3	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	8	4.6	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	8	4.8	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	8	4.8	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	8	4.5	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	8	4.4	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	8	4.6	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	8	4.8	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	8	4.1	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	8	4.8	2.4	3.8	4.8
Provides an environment that encourages honesty	8	4.6	3.5	4.2	4.7
Provides an environment that values different opinions	8	4.5	3.3	4.2	4.7

Coalinga Facilities Development Council

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	7	4.6	3.3	4.3	4.9
Management supports the committee's purpose and mission	7	4.6	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	7	4.6	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	7	4.3	3.3	4.2	4.8
The committee is provided with adequate information for decision making	7	4.4	3.0	4.1	4.6
Has clear and easy to follow procedures	7	4.3	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	7	4.4	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	7	4.6	3.2	4.1	4.8
Attendance and participation by members is good	7	4.4	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	7	3.9	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	7	3.9	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	7	4.3	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	7	4.6	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	7	4.7	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	7	4.6	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	7	4.6	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	7	4.3	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	7	4.6	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	7	4.6	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	7	3.9	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	7	3.3	2.4	3.8	4.8
Provides an environment that encourages honesty	7	4.6	3.5	4.2	4.7
Provides an environment that values different opinions	7	4.6	3.3	4.2	4.7

Coalinga Instructional Services Council

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	10	4.5	3.3	4.3	4.9
Management supports the committee's purpose and mission	10	4.5	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	10	4.4	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	10	4.5	3.3	4.2	4.8
The committee is provided with adequate information for decision making	10	4.3	3.0	4.1	4.6
Has clear and easy to follow procedures	10	4.3	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	10	4.1	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	10	4.3	3.2	4.1	4.8
Attendance and participation by members is good	10	4.3	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	10	4.3	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	10	4.4	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	10	4.3	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	10	4.2	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	10	4.6	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	10	4.5	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	10	4.3	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	10	4.2	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	10	3.9	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	10	4.2	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	10	4.5	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	10	4.4	2.4	3.8	4.8
Provides an environment that encourages honesty	10	4.3	3.5	4.2	4.7
Provides an environment that values different opinions	10	4.2	3.3	4.2	4.7

Coalinga President's Executive Cabinet

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	8	4.1	3.3	4.3	4.9
Management supports the committee's purpose and mission	8	4.1	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	8	3.1	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	8	4.1	3.3	4.2	4.8
The committee is provided with adequate information for decision making	8	4.1	3.0	4.1	4.6
Has clear and easy to follow procedures	8	4.1	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	8	4.1	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	8	4.1	3.2	4.1	4.8
Attendance and participation by members is good	8	4.1	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	8	4.0	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	8	4.0	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	8	4.1	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	8	4.0	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	8	4.3	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	8	4.1	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	8	4.0	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	8	4.1	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	8	4.1	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	7	3.0	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	8	2.8	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	7	2.4	2.4	3.8	4.8
Provides an environment that encourages honesty	8	4.0	3.5	4.2	4.7
Provides an environment that values different opinions	8	4.0	3.3	4.2	4.7

Coalinga Student Learning Outcomes Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	12	4.8	3.3	4.3	4.9
Management supports the committee's purpose and mission	12	4.5	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	12	4.6	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	12	4.3	3.3	4.2	4.8
The committee is provided with adequate information for decision making	12	4.3	3.0	4.1	4.6
Has clear and easy to follow procedures	12	3.8	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	12	3.8	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	12	3.8	3.2	4.1	4.8
Attendance and participation by members is good	12	3.8	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	12	3.7	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	12	4.1	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	12	4.3	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	12	4.3	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	12	4.0	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	12	4.3	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	12	3.6	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	12	3.3	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	12	3.7	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	12	3.4	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	12	3.1	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	12	4.4	2.4	3.8	4.8
Provides an environment that encourages honesty	11	4.5	3.5	4.2	4.7
Provides an environment that values different opinions	12	4.5	3.3	4.2	4.7

Coalinga Student Services Council

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	9	4.4	3.3	4.3	4.9
Management supports the committee's purpose and mission	9	4.2	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	9	4.2	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	9	4.2	3.3	4.2	4.8
The committee is provided with adequate information for decision making	9	4.1	3.0	4.1	4.6
Has clear and easy to follow procedures	9	4.2	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	9	3.8	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	9	4.3	3.2	4.1	4.8
Attendance and participation by members is good	9	4.1	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	9	3.9	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	9	4.0	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	9	4.2	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	9	4.0	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	9	3.8	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	9	4.1	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	9	3.9	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	9	4.0	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	9	3.8	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	9	4.4	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	9	4.4	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	9	4.2	2.4	3.8	4.8
Provides an environment that encourages honesty	9	3.6	3.5	4.2	4.7
Provides an environment that values different opinions	9	3.6	3.3	4.2	4.7

Lemoore Academic Senate

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	7	4.0	3.3	4.3	4.9
Management supports the committee's purpose and mission	7	3.4	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	7	4.4	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	7	4.0	3.3	4.2	4.8
The committee is provided with adequate information for decision making	7	3.6	3.0	4.1	4.6
Has clear and easy to follow procedures	7	3.9	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	7	3.3	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	7	3.7	3.2	4.1	4.8
Attendance and participation by members is good	7	3.3	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	7	3.4	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	7	3.7	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	7	3.4	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	7	3.7	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	7	3.9	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	7	4.3	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	7	4.4	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	7	3.9	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	7	4.0	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	7	4.6	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	7	4.4	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	7	3.9	2.4	3.8	4.8
Provides an environment that encourages honesty	7	4.3	3.5	4.2	4.7
Provides an environment that values different opinions	7	4.4	3.3	4.2	4.7

Lemoore Budget Allocation Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	6	4.2	3.3	4.3	4.9
Management supports the committee's purpose and mission	6	4.2	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	6	4.2	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	6	4.0	3.3	4.2	4.8
The committee is provided with adequate information for decision making	6	4.0	3.0	4.1	4.6
Has clear and easy to follow procedures	6	4.0	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	6	3.7	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	6	4.2	3.2	4.1	4.8
Attendance and participation by members is good	6	3.8	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	6	4.0	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	6	4.0	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	6	4.0	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	6	4.2	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	6	4.2	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	6	4.2	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	6	4.2	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	6	3.8	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	6	4.2	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	6	4.2	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	6	4.2	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	6	3.8	2.4	3.8	4.8
Provides an environment that encourages honesty	6	4.2	3.5	4.2	4.7
Provides an environment that values different opinions	6	4.2	3.3	4.2	4.7

Lemoore Curriculum Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	8	4.8	3.3	4.3	4.9
Management supports the committee's purpose and mission	8	4.0	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	8	4.5	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	8	4.0	3.3	4.2	4.8
The committee is provided with adequate information for decision making	8	4.4	3.0	4.1	4.6
Has clear and easy to follow procedures	8	4.5	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	8	4.1	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	8	4.4	3.2	4.1	4.8
Attendance and participation by members is good	8	4.4	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	8	3.9	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	8	4.4	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	8	3.5	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	8	4.4	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	8	4.3	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	8	3.9	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	8	4.3	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	8	4.4	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	8	4.1	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	8	4.9	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	8	4.8	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	8	4.8	2.4	3.8	4.8
Provides an environment that encourages honesty	8	4.6	3.5	4.2	4.7
Provides an environment that values different opinions	8	4.6	3.3	4.2	4.7

Lemoore Employee Development & Success Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	10	4.3	3.3	4.3	4.9
Management supports the committee's purpose and mission	10	4.0	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	10	3.9	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	10	4.2	3.3	4.2	4.8
The committee is provided with adequate information for decision making	10	3.4	3.0	4.1	4.6
Has clear and easy to follow procedures	10	3.8	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	10	3.6	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	10	3.4	3.2	4.1	4.8
Attendance and participation by members is good	10	3.6	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	10	4.0	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	10	4.1	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	10	4.1	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	10	4.0	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	10	4.3	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	10	4.1	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	10	4.3	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	10	3.9	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	10	4.0	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	10	4.2	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	10	4.1	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	10	4.0	2.4	3.8	4.8
Provides an environment that encourages honesty	10	4.3	3.5	4.2	4.7
Provides an environment that values different opinions	10	4.3	3.3	4.2	4.7

Lemoore Facilities Planning Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	8	4.4	3.3	4.3	4.9
Management supports the committee's purpose and mission	8	4.3	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	8	4.3	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	8	4.3	3.3	4.2	4.8
The committee is provided with adequate information for decision making	8	4.3	3.0	4.1	4.6
Has clear and easy to follow procedures	8	4.3	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	8	4.1	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	8	4.3	3.2	4.1	4.8
Attendance and participation by members is good	8	3.6	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	8	3.8	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	8	3.8	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	8	4.3	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	8	4.3	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	8	4.4	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	8	4.1	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	8	4.3	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	8	4.0	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	8	4.0	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	8	4.0	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	8	2.9	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	8	3.3	2.4	3.8	4.8
Provides an environment that encourages honesty	8	4.3	3.5	4.2	4.7
Provides an environment that values different opinions	8	4.3	3.3	4.2	4.7

Lemoore Facilities, Safety, & Auxiliary Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	3	3.3	3.3	4.3	4.9
Management supports the committee's purpose and mission	3	2.7	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	3	3.3	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	3	4.0	3.3	4.2	4.8
The committee is provided with adequate information for decision making	3	4.0	3.0	4.1	4.6
Has clear and easy to follow procedures	3	3.7	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	3	1.3	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	3	3.7	3.2	4.1	4.8
Attendance and participation by members is good	3	4.0	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	3	3.0	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	3	3.3	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	3	2.3	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	3	4.0	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	3	3.7	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	3	2.7	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	3	3.7	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	3	3.3	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	3	3.7	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	3	4.0	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	3	1.3	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	3	2.7	2.4	3.8	4.8
Provides an environment that encourages honesty	3	3.7	3.5	4.2	4.7
Provides an environment that values different opinions	3	3.7	3.3	4.2	4.7

Lemoore Institutional Effectiveness & Program Review Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	8	4.4	3.3	4.3	4.9
Management supports the committee's purpose and mission	8	4.4	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	8	4.5	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	8	4.5	3.3	4.2	4.8
The committee is provided with adequate information for decision making	8	4.5	3.0	4.1	4.6
Has clear and easy to follow procedures	8	4.4	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	8	4.3	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	8	4.1	3.2	4.1	4.8
Attendance and participation by members is good	8	4.1	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	8	4.5	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	8	4.5	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	8	4.4	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	8	4.4	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	8	4.1	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	8	4.1	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	8	4.5	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	8	3.6	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	8	4.4	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	8	4.4	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	8	4.1	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	8	4.5	2.4	3.8	4.8
Provides an environment that encourages honesty	8	4.4	3.5	4.2	4.7
Provides an environment that values different opinions	8	4.5	3.3	4.2	4.7

Lemoore Planning & Governance Council

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	17	4.2	3.3	4.3	4.9
Management supports the committee's purpose and mission	17	4.4	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	17	4.4	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	17	4.4	3.3	4.2	4.8
The committee is provided with adequate information for decision making	17	4.4	3.0	4.1	4.6
Has clear and easy to follow procedures	17	4.2	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	17	4.3	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	17	3.9	3.2	4.1	4.8
Attendance and participation by members is good	17	4.1	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	17	4.1	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	17	4.1	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	17	3.6	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	17	4.1	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	17	4.5	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	17	3.9	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	17	4.3	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	17	3.9	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	17	3.6	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	17	3.9	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	17	3.7	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	17	3.8	2.4	3.8	4.8
Provides an environment that encourages honesty	17	4.2	3.5	4.2	4.7
Provides an environment that values different opinions	17	4.2	3.3	4.2	4.7

Lemoore President's Intercommunication Team

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	13	4.5	3.3	4.3	4.9
Management supports the committee's purpose and mission	13	4.5	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	13	4.5	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	13	4.5	3.3	4.2	4.8
The committee is provided with adequate information for decision making	13	4.1	3.0	4.1	4.6
Has clear and easy to follow procedures	13	4.2	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	13	3.8	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	13	4.2	3.2	4.1	4.8
Attendance and participation by members is good	13	3.5	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	13	3.7	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	13	3.8	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	13	3.2	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	13	4.2	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	13	4.6	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	13	3.6	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	13	4.3	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	13	3.7	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	13	3.6	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	13	4.2	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	13	3.8	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	13	4.0	2.4	3.8	4.8
Provides an environment that encourages honesty	13	4.5	3.5	4.2	4.7
Provides an environment that values different opinions	13	4.4	3.3	4.2	4.7

Lemoore Strategic Planning Committee

Results Related to Committee Effectiveness

	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	14	4.2	3.3	4.3	4.9
Management supports the committee's purpose and mission	14	4.2	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	14	4.4	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	14	3.9	3.3	4.2	4.8
The committee is provided with adequate information for decision making	14	4.0	3.0	4.1	4.6
Has clear and easy to follow procedures	14	3.6	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	14	3.9	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	14	4.0	3.2	4.1	4.8
Attendance and participation by members is good	14	3.9	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	14	3.6	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	14	3.7	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	14	3.6	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	14	4.1	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	14	4.1	3.3	4.2	4.8

Results Related to Communication & Transparency

	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	14	3.8	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	14	4.1	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	14	3.1	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	14	3.9	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	14	3.7	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	14	3.7	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	14	3.6	2.4	3.8	4.8
Provides an environment that encourages honesty	14	4.3	3.5	4.2	4.7
Provides an environment that values different opinions	14	4.2	3.3	4.2	4.7

Lemoore Student Learning Outcomes Committee

Results Related to Committee Effectiveness

	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	9	4.4	3.3	4.3	4.9
Management supports the committee's purpose and mission	9	4.4	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	9	4.4	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	9	3.9	3.3	4.2	4.8
The committee is provided with adequate information for decision making	9	4.1	3.0	4.1	4.6
Has clear and easy to follow procedures	9	4.2	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	9	4.1	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	9	4.2	3.2	4.1	4.8
Attendance and participation by members is good	9	3.8	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	9	4.3	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	9	4.0	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	9	4.4	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	9	4.3	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	9	4.2	3.3	4.2	4.8

Results Related to Communication & Transparency

	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	9	4.1	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	9	3.9	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	9	3.8	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	9	3.8	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	9	4.1	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	9	4.3	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	9	4.4	2.4	3.8	4.8
Provides an environment that encourages honesty	8	4.6	3.5	4.2	4.7
Provides an environment that values different opinions	9	4.6	3.3	4.2	4.7

Lemoore Student Success Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	7	4.6	3.3	4.3	4.9
Management supports the committee's purpose and mission	7	4.4	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	7	4.7	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	7	4.4	3.3	4.2	4.8
The committee is provided with adequate information for decision making	7	4.1	3.0	4.1	4.6
Has clear and easy to follow procedures	7	4.0	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	7	4.1	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	7	4.4	3.2	4.1	4.8
Attendance and participation by members is good	7	3.9	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	7	4.3	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	7	4.3	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	7	4.3	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	7	3.9	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	7	4.1	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	7	4.4	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	7	4.0	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	7	4.0	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	7	4.0	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	7	3.6	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	7	3.0	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	7	3.4	2.4	3.8	4.8
Provides an environment that encourages honesty	7	4.1	3.5	4.2	4.7
Provides an environment that values different opinions	7	4.0	3.3	4.2	4.7

Lemoore Technology Committee

Results Related to Committee Effectiveness

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The name/title of the committee is appropriate and descriptive of its functions	5	4.0	3.3	4.3	4.9
Management supports the committee's purpose and mission	5	2.8	2.7	4.1	4.6
The committee represents faculty, staff and management from various job responsibilities and departments as appropriate	5	3.6	3.1	4.2	4.7
The number of monthly or semester meetings is adequate	5	4.2	3.3	4.2	4.8
The committee is provided with adequate information for decision making	5	3.0	3.0	4.1	4.6
Has clear and easy to follow procedures	5	3.4	3.2	4.0	4.6
This committee has influence in college and/or district decision making and institutional planning	5	3.2	1.3	3.8	5.0
Regardless of the issue, the committee is always focused on doing what is best for students	5	4.4	3.2	4.1	4.8
Attendance and participation by members is good	5	3.6	3.3	4.0	4.8
The committee has a defined purpose, clear objectives, and measurable outcome criteria to evaluate its performance	5	3.4	3.0	3.9	4.6
The committee is effective at executing its mission/purpose and accomplishing objectives	5	3.4	2.8	4.0	4.8
There's little or no redundancy of duties between this committee and other college/district committees	5	2.0	2.0	3.8	4.6
The committee is composed of experienced members that provide continuity combined with new members that bring fresh ideas and enthusiasm	5	4.0	3.4	4.2	4.6
The administrator or employee chairing this committee provides good leadership	5	4.4	3.3	4.2	4.8

Results Related to Communication & Transparency

Response total	Total	Rating	Benchmarks		
			Low	Average	High
The committee has a formal process to report actions and recommendations to appropriate committees within the system in a timely manner.	5	4.0	2.7	4.0	4.8
Administrators who participate in the committee do a good job at bringing relevant information or news from other college and district committees	5	1.6	1.6	4.0	4.6
Committee members charged with reporting actions/decisions from other committees do a good job at providing regular reports that keep this committee well informed	5	4.0	3.1	3.9	4.4
Corresponding college or district committees are kept informed about the work, decisions and accomplishments of this committee	5	3.2	3.1	3.9	4.6
Minutes, agendas, and other meeting documents are made accessible to committee members in a timely fashion	5	4.2	3.0	4.1	4.9
Minutes, agendas, and other meeting documents are made accessible to all employees	5	4.2	1.3	3.6	4.8
Technology is utilized effectively to post agendas, minutes and other documents that are important to committee members	5	4.2	2.4	3.8	4.8
Provides an environment that encourages honesty	5	4.4	3.5	4.2	4.7
Provides an environment that values different opinions	5	4.2	3.3	4.2	4.7

Comments

- College administrators who sit on district committees do not always communicate important information and decisions back to the appropriate college committees. This results in a perception from college employees that the

district is conducting business and making decisions without involving the colleges. The district and colleges need to ensure that administrators are given clear communication/reporting responsibilities as part of their duties.

6. It seems that there are no by-laws for some committees; it would be good to have by-laws for how committees function, for example, who gets a vote or what procedure should be followed if there is a tie. If by-laws do exist, they should be made available for everyone to understand.
7. I like the friendly faculty or adjunct SLO approach. I would like to see more participation from employees who don't usually come to the meetings. In my opinion, new participant can add new ideas and learn from tenured faculty at the top.
8. The budget allocation committee only looks at a small portion of the college budget each year. There is no shared governance into the development of the rest of the college budget that I am aware.
9. WHCL has one administrator who sits on all committees and thus provides an environment that remains neutral due to that particular person being in all committees.
10. I think orienting new members to how the committee fits in with the overall district and college governance could help members understand their purpose and role within the committee. I often find myself with little to say or contribute to the meetings as my role is, to some degree, irrelevant to what is happening (or is it?) In these types of meetings (while they may tend to run longer than necessary), I think that dialogue, questions, and input should be welcomed, supported, and could be a process that is assisted by committee leaders. Some suggestions/ thoughts follow: Reviewing the by-laws, Robert's Rules of Order, and how the basic structure of how business is conducted could be periodically reviewed (as a suggestion). Using more flow charts such as the CPC/Governance flow chart that is on the website is a great tool that could be part of this process. It might help participants to understand their role in the committee, whether/when they should vote on action items, when it would be appropriate to contribute to decisions being made, etcetera. I believe this may help elicit more open and honest input into the process . I say this because I get the feeling from the meetings that some participants are reserved in their votes, opinions, and comments. This might be because their role in the committee isn't well understood. It might also be because that person is uncomfortable commenting on something that really doesn't affect them, does not feel welcome to comment, or does not know when it is appropriate to comment. A way to go about this might be to call upon specific committee members to ask for their input into something that is specifically relevant to them. This approach might invite more dialogue (of course, the trade-off being a longer meeting).
11. The chair of this committee is exceptional.
12. All of the Committees I am part of work well and almost all members participate in all aspects of its responsibilities.
13. I am interested to see the results of the survey. Thanks.
14. I am not sure each of the college of district committees have stated purposes, they are more implied. I would be a good idea to have those stated and the procedures that guide the committee. The survey was very redundant. It might have been helpful for the participant to pick two committees to provide responses rather than the number of committees they sit on. Not sure you will get a good enough response. Survey questions seemed to ask for more than the recommendations requested.
15. I have nothing to add. All the committees I have been on are very informative.
16. Student Services Council has undergone 3 changes in leadership since I have been a part of it.
17. This is my first time to sit on this committee and I'm also new faculty. Therefore, I'm learning about how this all works and is communicated, hence my answers of "I don't know." The chair, Vera Kennedy, is extremely effective in communication and facilitation. I appreciate all the work she has done to simplify the amount of work involved and how it is organized.

18. I did not see the DECC on this list. Its sole purpose seems to be to route curriculum away from the Board of Trustees. This committee should be eliminated as it serves no specific purpose for our students.
19. Meetings are good Don't see how information is shared beyond meeting attendees
20. It is rare that information concerning SLO's or curriculum is willingly shared from Lemoore committees with Coalinga committees.
21. Was also part of Graduation Committee last year.
22. Support at college and district level is not clear.
23. I feel that we accomplish much in our meetings.
24. there is a need to increase awareness on how other committees make decisions which in some cases may send items for review to this committee; lack of flow, lack of transparency. For example, no regular reports are received from the

Appendix C2.4



2011-2012 Accreditation Council Handbook

MISSION

West Hills College Coalinga is committed to achieving student learning through the provision of educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.

VISION

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to the educational, social, cultural, and economic vitality of the region and state.

COLLEGE GOALS

1. We will maintain our focus on improving student success, improving customer service, and on being learner-centered.
2. We will develop and strengthen College and community interactions to improve access to education opportunities.
3. We will demonstrate academic quality, leadership, engagement, innovation, and creative thought.
4. We will enhance the financial strength of the College

MEMBERSHIP

Permanent positions

- Accreditation Liaison Officer, Chair
- VP of Educational Services VP of Student Services Academic Senate President Curriculum Chair
- SLO Coordinator
- Co-chairs of Standards (current co- chairs will serve until the college has organized for next self study)

Two-year term positions

- WHCFA Coalinga Vice President
- ASB Student Representative (Coalinga and NDC)
- CSEA Classified Staff Representative

Ex-Officio Membership

- Permanent positions
- Director of NDC
- Vice Chancellor of Institutional Effectiveness & Enrollment Management
- Vice Chancellor, Educational Services and Workforce Development

FREQUENCY OF MEETINGS

At least once per semester and as needed (more frequent meetings may become necessary when self study process begins.)

PURPOSE:

To implement, monitor, review, evaluate, and revise college accreditation activities in accordance with the mission, vision, and college goals.

1. ACCREDITATION

- Serve as the steering committee for the accreditation process.
- Provide leadership in the development, planning, preparation, supervision, and completion of the accreditation self study.
- Promote a campus culture that is concerned about accreditation.
- Ensure compliance with policy, practice, and standards of accreditation.
- Remain knowledgeable of current and pending changes related to accreditation.

2. BUDGET

Make recommendations to the College Planning Council for the annual accreditation budget including:

- Travel
- Professional development
- Duplicating and publication
- Meeting expenses

3. FACULTY/STAFF NEEDS

- Promote staff development activities for faculty to improve their individual effectiveness consistent with the college mission, vision, and goals.
- Make recommendations for Flex/Duty Day activities related to accreditation.
-

4. PLANNING/RESEARCH

- Review and interpret research data related to accreditation.
- Promote the use and understanding of research as a basis for institutional decision-making.

5. STUDENT LEARNING OUTCOMES

- Support the development, implementation, and assessment of student learning outcomes at the course, program, and degree levels.

6. TECHNOLOGY

- Make recommendations and identify priorities for technology issues related to accreditation processes.

7. INSTITUTIONAL EFFECTIVENESS

- Conduct evaluation of the effectiveness of the Accreditation Council following comprehensive visit and following submission of midterm report.
- Monitor completion of planning agenda items from self study.
- Ensure timely completion of all required accreditation reports including: self study, midterm review, progress reports, substantive change, and any other required report.
-

Appendix D1.1



WEST HILLS
COMMUNITY COLLEGE DISTRICT

WHCCD Program Review

Name of Person Preparing Review

Title of Person Preparing Review

Click for Date

[Enter Department Name Here]

Acknowledgements

- Name 1 and Title
- Name 2 and Title
- Name 3 and Title

-
1. Please provide an update on progress made to address department weaknesses identified in the previous program review plan.
(Only applicable to departments who have completed more than one program review)
Click here to enter text.
 2. Department's Mission and Administrative Unit Outcomes (AUOs)
 - 2.1 Describe the mission of the department
Click here to enter text.
 - 2.2 What is the relationship between the department's mission and the district's mission
Link to district's mission and vision
Click here to enter text.
 - 2.3 List your department's Administrative Unit Outcomes (AUOs) and how you intend to measure how well you've achieved those outcomes.
Click here to enter text.
 - 2.4 How do your AUOs align with the district's institutional goals? Explain what District goals your department supports directly or indirectly.
Link to district's goals
Click here to enter text.
 3. Services Provided
 - 3.1 Please describe the end-user or the population that is served by your department.
Click here to enter text.
 - 3.2 List the major functions or services performed by the department.
Click here to enter text.
 - 3.3 Describe the mechanisms used to monitor the department's currency and fit with student and institutional needs.
Click here to enter text.
 - 3.4 Is there a desire or plan to add or expand services provided by your department? Explain how added or modified services will help improve an institutional process or customer satisfaction. Also, what is the strategy to implement/modify those services?
Click here to enter text.
 4. Usage of Services and Customer Satisfaction
 - 4.1 If available (3 to 5 years), provide data on usage or services provided by your department to each college. Provide separate data by college and comment on significant information that emerges from the data.
Click here to enter text.
 - 4.2 Provide satisfaction results from end-users (use mapping survey results or other assessment tool to gather feedback from end-users). If no data is available, explain how you currently measure satisfaction from end-users. Comment on significant information that emerges from the data.
Click here to enter text.

5. Institutional Support

5.1 Describe the adequacy of your department's staffing levels to provide quality services to the colleges and the district.

[Click here to enter text.](#)

5.2 How adequate and appropriate are departmental facilities and equipment? Please be specific about current deficiencies and projected needs at colleges and district office.

[Click here to enter text.](#)

5.3 Are there unmet professional development needs of department staff? If yes, please describe.

[Click here to enter text.](#)

5.4 Are there specific fiscal needs that have not been previously identified? If yes, please specify.

[Click here to enter text.](#)

6. Summary

6.1 Describe departmental areas for improvement and how you plan to correct identified weaknesses. Suggest timelines and required resources as appropriate.

[Click here to enter text.](#)

6.2 Describe the strengths of the department

[Click here to enter text.](#)

7. Communication – Please route the completed document to the following committees for review and approval.

7.1 Review with immediate supervisor

7.2 Collect Feedback from WHC Coalinga College Planning Council

7.3 Collect Feedback from WHC Lemoore Planning and Governance Council

7.4 Review and Approve by Chancellor's Executive Cabinet

* Discuss appropriateness of assignment to district or college.

Appendix D1.2



WEST HILLS

COMMUNITY COLLEGE DISTRICT

District Office Program Review Schedule

First Cycle

- Foundation – Complete
- Chancellor's Office – Complete
- Business Services – Complete
- Human Resources – Complete
- Marketing – Review in progress
- Web Services - Review in progress
- Academic & Information Systems/ Registrar – Review in progress
- Institutional Effectiveness and Planning – Jan 2012

Second Cycle

- Workforce Development – February 2011
- ITS – March 2011
- Grants Office – April 2011

Third Cycle

- Life After School – 2013
- Child Development - 2014
-

For information regarding the District Office program review process please contact:

Pedro Avila

Vice Chancellor of Institutional Effectiveness and Enrollment Management

PedroAvila@whccd.edu

559-934-2128

Appendix D2.1

West Hills College Team Evaluation Form

Instructor _____ Evaluator _____

Class _____ Date _____

Type of Class _____ Location _____

Number of Students Enrolled _____ Number of Students Present _____

Please rate the instructor being evaluated on each of the following items. If the statement does not apply to the lecture or laboratory class, please mark N/A.

Rating Scale: < Poor 1 2 3 4 5 Good >

1. The objective of the lesson was clearly stated. 1 2 3 4 5 N/A

Comments: _____

2. Examples were used to clarify abstract or difficult ideas. 1 2 3 4 5 N/A

Comments: _____

3. Methods of presentation were appropriate for the types of material covered. 1 2 3 4 5 N/A

Comments: _____

4. The instructor presented alternative and/or opposing views. 1 2 3 4 5 N/A

Comments: _____

5. The instructor used appropriate supporting materials. 1 2 3 4 5 N/A

Comments: _____

6. Major points were summarized. 1 2 3 4 5 N/A

Comments: _____

7. Information or material presented was up-to-date. 1 2 3 4 5 N/A

Comments: _____

8. Material was presented in an organized manner. 1 2 3 4 5 N/A

Comments: _____

9. Material was presented at an appropriate pace. 1 2 3 4 5 N/A

Comments: _____

10. The instructor's voice level and tone were appropriate. 1 2 3 4 5 N/A

Comments: _____

11. The instructor's handwriting was legible on chalkboards or overheads. 1 2 3 4 5 N/A

Comments: _____

12. The instructor encouraged student participation. 1 2 3 4 5 N/A

Comments: _____

13. A positive learning environment was maintained. 1 2 3 4 5 N/A

Comments: _____

14. The instructor's mannerisms did not distract from the presentation. 1 2 3 4 5 N/A

Comments: _____

15. In laboratory classes, a concern for safety was demonstrated. 1 2 3 4 5 N/A

Comments: _____

ADDITIONAL COMMENTS:

Appendix D2.2

West Hills Community College Online Instructor Team Evaluation Form

Instructor _____ Evaluator _____

Class _____ Date _____

Type of Class _____ Number of Students Enrolled _____

Please rate the instructor being evaluated on each of the following items. If the statement does not apply to the lecture or laboratory class, please mark N/A.

RATING SCALE: ~ POOR 1 2 3 4 5 GOOD ~

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Course objectives and grading policies are identified and explained on the syllabus.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. The instructor encourages individual thinking and differences of opinion.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Text(s), if applicable, and other instructional materials are appropriate and useful.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. The instructor provides online resources when appropriate.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Course content is accessible, functional, and well organized.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Assignments are consistent with the syllabus.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. The instructor encourages students to ask questions and participate in activities such as the discussion board.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. The instructor encourages student interest and intellectual effort.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Examples are used to clarify abstract or difficult ideas.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Major points are summarized.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. A positive learning environment is maintained.
Comments: | 1 | 2 | 3 | 4 | 5 | N/A |

12. Discussion prompts are appropriately course-related and include responses from most students	1	2	3	4	5	
N/A.						
Comments:						
13. Course content is an appropriate and thorough reflection of the course syllabus.	1	2	3	4	5	N/A
Comments:						
14. Material presented is current.	1	2	3	4	5	N/A
Comments:						

Additional Comments:

Appendix D3.1



Maintenance Program West Hills Community College District Preventative Maintenance

391-0001

1

Preventative maintenance (PM) is a key part of the successful and optimal operation of a facility. The goal is to insure optimum equipment performance, increasing efficiency and reducing the risk of premature equipment failure. Preventative maintenance assists in extending the life of buildings and equipment, thus, in the case of public buildings, saving the tax payer money in the long run. A well executed preventative maintenance program will also reduce the amount of failures that can cause breaks in operations as well as sustaining a safe and healthy environment for staff and students.

Planning

New building/Building renovation

Life cycle cost analysis (LCCA) and equipment selection

LCCA allows us to study the long term impact on the economics of the District. When selecting equipment, one needs to look at the full operational life cycle to determine whether it is economically viable. There are several factors that need to be considered during the LCCA. These include initial purchase price, estimated useful life, efficiency, energy costs and operation and maintenance costs. LCCA should not only be done on new equipment, but also on new buildings and building renovations.

Develop district wide equipment standards

There is a great benefit in standardizing equipment on a district wide level. Standardizing equipment will save money over the entire life cycle of a facility as the Maintenance staff can be more efficient, less training will be required and a reduction in spare parts can be seen.

New equipment PM

Once equipment has been selected a PM system can be developed. It will be more cost effective to do this during the planning phase. This will also assist in the M&O staffing study and Life cycle cost analysis. ***See PM system Development**

Annual staffing requirement study

It is important that a staffing study is performed during the planning and design phase of any project. This will ensure that the Operation and Maintenance resources are available on project completion. There is a lot of factors that will need to be considered including size of facility, type of facility, equipment types, cleanliness standards, utility requirements, etc

Existing building

Equipment replacement schedule and budget forecast

Inventory

The first step towards scheduling and budgeting equipment replacement is to take an inventory of all equipment on campus. In most cases, a close enough inventory list can be compiled from site and utility plans, but on some of the older campuses it is required to walk the entire campus with maintenance staff. From the inventory study a data-base and site plan showing all equipment and locations can be developed.

Schedule

Once an inventory has been completed one can develop a replacement schedule. This schedule will be developed based on the industry standard expected life cycle and date of installation. For this high level initial schedule, equipment condition will not be taken into consideration.

Budget Forecast

A budget forecast can be completed based on the Inventory and replacement schedule of equipment. There are various factors that need to be considered like Construction Cost Index (CCI), when the equipment is scheduled to be replaced, Size of equipment, replacement cost per unit, size of facility, location of campus, etc.

Short term detailed planning

Once a replacement schedule has been developed, the next step is to do some detailed short term planning. Good practice is to plan 3 years ahead. Based on an equipment condition assessment and age one can rank the equipment and subsequently select the equipment to be replaced. A lot of planning will be necessary here as a full LCCA will need to be done. The purpose of the LCCA will be to determine the impact that the project will have on all resources over the duration of the equipment life. It is important that maintenance departments are involved during this stage as they can assist in understanding any staffing needs once the equipment is in operation.

PM system development

Preventative maintenance is the inspection, cleaning, lubricating, adjusting, testing and replacing on a periodical basis. Most manufacturers have a suggested preventative maintenance program in the equipments' operational manual. These plans are based on some standard operating conditions and will most likely need to be altered for campus specific conditions. A full PM system includes daily, weekly, monthly, quarterly, semi-annual and annual checks and maintenance on equipment. This can be a cumbersome task and it takes time to establish a fully functional program. The biggest hurdle is the transition between reactive maintenance and preventative maintenance as staffing level don't always allow for a quick change. This is done one piece of equipment at a time.

Maintenance procedure step sheets

Step sheets are a good way to ensure that maintenance work is done correctly and efficiently the first time. As there are various different types, makes and models of equipment each having different parts and maintenance procedures, one can easily forget certain maintenance procedures. A step sheet is a reference to what needs to be done and how. The step sheet is typically found locally and the equipment to save time. Step sheets also assist trainees and new maintenance staff as it is a step by step guide. This means that the transition for new maintenance staff into a new campus is fairly quick and easy.

Spare Parts

Critical spares

It is good practice that all critical spare parts are kept on campus as this will shorten any down time that might be caused by defective equipment.

General spares

General spare parts are all the necessary part that is needed to repair equipment and buildings. An option might be to have a district wide spare parts store where the minimum number of parts are kept. Having all spares available will save time and will ensure that Maintenance staff is prepared for most problems.

Implementation

Phase 1

- Implement Paper PM System
- Order critical spares
- Ensure adequate staffing levels
- Staff training (ongoing) – Maintenance staff should be well trained and knowledgeable on all the different system on campus.

Phase 2

- General spare parts order
- Root cause analysis on equipment – A Root cause analysis should be performed on all breakdowns to ensure that the breakdown does not reoccur.
- KAIZEN (Improvement) activity – This is a Plan, Do, Check, Act (PDCA) program where all staff work together to improve operations and ultimately reduce costs.
- Computerized Maintenance Management system and database
- Energy management – Potential cost saving can be seen in an effective energy management system. One should look at reducing the loads of systems and campuses.

EXHIBIT "A" EVALUATION FORMS
Online Course Student Evaluation

Question 1 Multiple Choice

Text(s) and/or other instructional materials related to the course.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 2 Multiple Choice

The course syllabus adequately explained learning objectives, grading procedures, and course policies.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 3 Multiple Choice

Course assignments were appropriate.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 4 Multiple Choice

Course was well organized.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 5 Multiple Choice

Tests and assignments were returned within a reasonable amount of time.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 6 Multiple Choice

Exams and other assessments were a fair test of the course materials.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 7 Multiple Choice

The instructor demonstrated enthusiasm for the subject.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 8 Multiple Choice

The instructor encouraged student interest and intellectual effort.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 9 Multiple Choice

The instructor encouraged students to ask questions and participate in online learning activities.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 10 Multiple Choice

The instructor encouraged individual thinking and differences of opinion.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 11 Multiple Choice

The instructor provided effective online contributions and sites.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 12 Multiple Choice

The instructor maintained an online course environment conducive to learning.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 13 Multiple Choice

The instructor presented ideas and theories clearly.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 14 Multiple Choice

The instructor was accessible for individual communication.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 15 Multiple Choice

The instructor provided course materials regularly and on time.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 16 Multiple Choice

I would take a class from this instructor again.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 17 Essay

What did you like about this course?

Question 18 Essay

What about this course could be improved?

West Hills College Coalinga Faculty Evaluation Summary

**Joe Instructor – 4th year
Tenure Track
November 25, 2008**

Joe Instructor is engaged in his fourth year of service to West Hills College Coalinga. This report has been prepared by his peer evaluators, Dr. Michael Burke and Mr. Ken Sowden, and his administrative evaluator, Dean Jill Stearns. This summary was developed following a review of: student evaluations; course syllabi; self-assessment; professional development goals/plans; and classroom visitations. A copy of each is attached.

Mr. Instructor, Dr. Burke, Mr. Sowden, and Mrs. Stearns met on Tuesday, October 21, 2008 for the pre-observation meeting.

Jill Stearns visited XXX-61-C02 on November 6, 2008, Mike Burke visited XXX-15-C01 on October 28, 2008, and Ken Sowden observed XXX-61 on October 30, 2008.

Joe Instructor is an effective and innovative XXX instructor. He utilizes an array of instructional technologies which support his unique and engaging methodology. Students follow his interactive lecture using slide show handouts with embedded problems incorporated into the class activities. Mr. Instructor brings XXX alive with his passion for technology and his ability to bring real-life examples into the lesson.

Joe Instructor's classroom has a strong sense of purpose with the students tuned to the task at hand. Joe made use of vivid and current examples that the students could easily apply to everyday life. Mr. Instructor uses a wireless tablet which provides the ability to travel throughout the room ensuring that everyone is on task and keeping pace.

Student evaluations indicate a high level of satisfaction with Joe Instructor and rate him highly on each of the evaluation criteria. Student comments include:

- I like this course because I like how the instructor teaches and give story like examples.
- I'm not really into XXX at all, but I like how Mr. Instructor explains everything clearly.
- He gives great explanations about the exams that are taking place.
- I like the structure of the course and the way information is presented.
- I think the instructor should save notes in slides and put them online for students.

Joe's course syllabus is clear and complete. The course has clearly stated requirements, and grading policy. Joe is commended for his inclusion of course SLOs in his syllabi.

Joe Instructor's Self-Assessment aligns well with the student and peer evaluations. He expresses desire to continue to grow as an instructor and colleague. As a fourth year faculty member Joe continues to play a significant leadership role by chairing the SLO committee for West Hills College Coalinga. Under Joe's direction the SLO committee has made significant progress in development and implementation of course SLOs and has begun the program level SLO process. Joe's work is organized and thorough; he is professional in his approach to all matters of college business.

Jill Stearns was impressed with the high level of interactivity in Joe's XXX course. He demonstrated different applications for the content that would be introduced in the class period. Mike Burke noted that the pace is just right and he does a fine job of presenting complex material in a steady organized fashion. Ken Sowden stated that he is pleased to recommend him for tenure and looks forward to working with him in the future.

Joe is a valued member of the West Hills College faculty. We look forward to many more years of his service to our students.

Dr. Michael Burke
Ken Sowden
Jill Stearns