

# **EVALUATION TEAM REPORT**

**West Hills College Coalinga  
300 Cherry Lane  
Coalinga, CA 93210**

**This report represents the findings of the External Evaluation Team that visited  
West Hills College Coalinga March 6-March 9, 2017**

**Keith Snow-Flamer, Ph.D.  
Chair**

**NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.**

DATE: June 23, 2017

INSTITUTION: West Hills College Coalinga  
300 Cherry Lane  
Coalinga, CA 93210

TEAM REPORT: Comprehensive Evaluation Report

This report represents the findings of the evaluation team that visited College March 6 – 9, 2017.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team’s findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team’s findings. Upon a review of the External Evaluation Report sent to the College, the College’s Self-Evaluation Report, and supplemental information, oral testimony evidence provided by the College and the District, the following changes or corrections are noted for the Team Report:

1. Change College Recommendation 3 to a Recommendation to Improve Effectiveness
2. In Recommendation 4, change accesses to assesses
3. Change Recommendation 11 to a Recommendation to Improve Effectiveness
4. Change District Recommendation 2 to a Recommendation to meet Standards (Compliance Recommendation)

## Table of Contents

List of Team Members .....	3
Summary of the External Evaluation Report .....	4
Major Findings and Recommendations of the 2017 External Team .....	6
Introduction .....	10
Eligibility Requirements .....	11
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies .....	13
STANDARD I .....	18
Standard I.A: Mission .....	18
Standard I.B: Assuring Academic Quality and Institutional Effectiveness .....	19
Standard I.C: Institutional Integrity .....	24
STANDARD II .....	28
Standard II.A: Instructional Programs .....	28
Standard II.B: Library and Learning Support Services .....	34
Standard II.C: Student Support Services .....	35
STANDARD III .....	39
Standard III.A: Human Resources .....	39
Standard III.B: Physical Resources .....	42
Standard III.C: Technology Resources .....	43
Standard III.D: Financial Resources .....	46
STANDARD IV .....	50
Standard IV.A: Decision-Making Roles and Processes.....	50
Standard IV.B: Chief Executive Officer .....	53
Standard IV.C: Governing Board .....	55
Standard IV.D: Multi-College Districts or Systems .....	58
Quality Focus Essay Feedback .....	61

## List of Team Members

Dr. Keith Snow-Flamer (Chair)  
Interim President/Superintendent  
College of the Redwoods

Mr. Caleb Fowler  
Assistant Professor Computer Info Science  
Folsom Lake College

Ms. Erin Wall  
Dean of Arts and Humanities  
College of the Redwoods

Dr. Teresa Ward  
Professional Development Coordinator  
Butte College

Dr. Tina Vasconcellos  
Vice President of Student Services  
College of Alameda

Dr. Lijuan Zhai  
Director of IR, Assessment and Planning  
Fresno City College

Ms. Johanna Helzer  
Assistant to the President  
College of the Redwoods

Ms. Sheri Berger  
Vice President of Academic Affairs  
Los Angeles Pierce College

Ms. Amanda Taintor  
Instructional Design Coordinator  
DE Coordinator  
Reedley College

Ms. Lorrie Hopper  
Vice President of Administrative Services  
Clovis Community College

Dr. G.H. Javaheripour  
President  
Yuba College

## Summary of the External Evaluation Report

INSTITUTION: West Hills College Coalinga

DATES OF VISIT: March 6-9, 2017

TEAM CHAIR: Dr. Keith Snow-Flamer

A ten member accreditation team visited West Hills College Coalinga March 6-9, 2017 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and United States Department of Education (USDOE) regulations. The team evaluated how well the College is achieving its stated purposes, and providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended a team chair training workshop on December 1-2, 2016 and conducted a pre-visit to the campus on January 25, 2017. During this visit, the chair met with campus and district leadership and personnel involved in the self-evaluation preparation process. The entire external evaluation team received team training provided by staff from ACCJC.

The evaluation team received the college's self-evaluation document and related evidence several weeks before the site visit. Team members found it to be a generally acceptable written document that described some of the processes used by the College to address Accreditation Standards, Eligibility Requirements, Commission Policies, and USDOE requirements. However, several areas of the document were less complete, requiring effort on the part of the team to corroborate the report's claims. The report contained several self-identified action plans for institutional improvement as part of the Quality Focus Essay.

Several team members participated on the District's evaluation team on Monday morning, March 6, 2017. On Monday afternoon, March 6, 2017, the entire team began its visit to West Hill College Coalinga. Upon arrival to the College on Monday afternoon, the team was introduced to the College community at an open forum and given a tour of the campus. During the evaluation visit, team members conducted about twenty-three formal meetings, held numerous interviews with College employees, and visited three classes. Two open forums provided community members and College personnel an opportunity to meet with some members of the evaluation team.

The team reviewed several materials related to the self-evaluation report in the team room and electronically. Evidence reviewed by the team included institutional planning documents, student learning outcomes reports, policies and procedures, committee minutes, enrollment information, and information discussing governance structures. Some of the evidence was accessed by hard copies in the team room, electronically via flash drives, and the College's and District's website.

The team welcomed the support and enthusiasm from College employees during the visit. The team greatly valued the help of several staff members and the ALO who assisted the team with meetings and other needs throughout the evaluation process.

The team found the College to be largely in compliance with Eligibility Requirements, Commission Policies and Standards and USDOE regulations. The team issued a number of commendations to the College. It also issued several improvement and compliance related recommendations.

## **Commendations and Recommendations for the 2017 External Evaluation Team**

### **College Commendations**

**College Commendation 1:** The team commends the faculty, staff, and administrators of the College for their unwavering commitment to students, which creates a culture of student engagement that inspires students to advance their education, personal development, and quality of life. (II.A.1, II.A.7, II.C.3)

**College Commendation 2:** The team commends the College for its commitment to maintaining quality instruction and services for students while undergoing significant changes in leadership. (II.C)

**College Commendation 3:** The team commends the College's Learning Center for its innovative approach to providing services and opportunities that enrich the learning environment. Trained tutors offer free, drop-in tutoring in a variety of subjects in a library space that includes current technology, whiteboard tables, and accessible resource materials. (II.B.2)

**College Commendation 4:** The team commends the North District Center in Firebaugh for its exemplary instruction and student services and creating a welcoming, inclusive environment in which students feel comfortable taking classes, accessing services, and participating in extracurricular activities. The North District Center is also to be commended for its strong partnerships with area high schools, healthcare providers, the public library, and other community organizations. (II.A.1, II.B.1, II.B.2, II.C.3, ER 15)

**College Commendation 5:** The team commends the faculty of the College for their commitment to student learning and achievement by developing innovative college wide initiatives such as DQP (Lumina Foundation Degree Qualifications Profile), Habits of Mind (FLIGHT: Flexible Thinking, Listening with Empathy, Impulse Management, Gathering Data, Humor in Learning, Thinking about Thinking), accelerated English, multiple measures of assessment for English and math, and a Title V grant. (I.A.3, I.B.1, II.A.6, II.A.7)

**College Commendation 6:** The team commends the Farm of the Future for its innovative instruction and commitment to sustaining a strong collaborative relationship between business, the community, and the College. (II.A.1, II.B.1, II.B.2, II.C.3)

## **College Recommendations for Improvement and Compliance**

**College Recommendation 1 (Improvement):** In order to increase institutional effectiveness, the team recommends that the College develop a comprehensive professional development program for faculty and staff that is linked to the mission and the integrated planning process. The program should be regularly evaluated based on needs assessment data, outcomes, and relationship to mission. (I.B.9, III.A.14, IV.A.1)

**College Recommendation 2 (Improvement):** In order to increase institutional effectiveness the team recommends that the College implement a systematic, sustained and integrated planning and resource allocation process that results in the improvement of student learning and student achievement; establish and assess measurable, actionable goals to improve institutional effectiveness; include educational effectiveness as a demonstrated priority in all planning structures and processes; and promote on-going, robust and pervasive dialogue about institutional effectiveness. (I.B.1, I.B.9)

**College Recommendation 3 (Compliance):** In order to meet the Standards, the team recommends that the instructional and non-instructional outcomes data be systematically disaggregated by student subpopulations and achievement data disaggregated by delivery modes. These data should be used institution-wide for each of the planning processes, including assessment of student learning, program review, and resource allocation. (I.A.2, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, I.B.9)

**College Recommendation 4 (Compliance):** In order to meet the Standards, the team recommends that the College publish institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and has a sustained and collegial dialogue about this information. (I.B.3, II.A.1, ER 11)

**College Recommendation 5 (Improvement):** In order to increase institutional effectiveness, the team recommends that the college develop its Institutional Research capacity to ensure the college has a process for gathering, analyzing, and applying data to its planning and decision-making processes. (I.A.2, I.B.1, I.B.2, I.B.3, I.B.5, I.B.6, I.B.9, IV.D.2)

**College Recommendation 6 (Improvement):** In order to increase institutional effectiveness, the team recommends that the College enhance its efforts in continuous, broad-based, systematic evaluation and planning integrating program review, planning, and resource prioritization and allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. (I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.16)

**College Recommendation 7 (Improvement):** In order to increase institutional effectiveness, the team recommends that the College develop and implement a process and calendar to assess College's progress toward its strategic planning goals in a timely manner. (I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6)



**College Recommendation 8 (Improvement):** In order to increase institution effectiveness, the team recommends that the College completes its Educational Master Plan and Facilities Master Plan. (I.C.14, IV.A.3)

**College Recommendation 9 (Compliance):** In order to meet Standards, the team recommends that the College maintain an on-going, sustainable process of assessing student learning outcomes at the course, program, certificate, and degree levels; promote widespread dialogue on the results of the assessments; and use assessment results to improve programs and institutional processes including resource allocations. (II.A.3, II.A.11, ER 11) Additionally, the team recommends that the College:

- include student learning as one component in assessing institutional effectiveness; (I.B.1)
- fully and meaningfully assess all courses, certificate and degree programs using student learning outcomes assessment to improve student learning and ensure that faculty and staff fully engage in the student learning outcomes assessment process; (II.A.1, II.A.2, II.A.3, II.A.11, II.A. 16, ER 11)
- develop a streamlined process and accountability measures for student learning outcomes assessment. (II.A.1, II.A.3, II.A.6, II.A.11)

**College Recommendation 10 (Compliance):** In order to meet Standards, the team recommends that the College ensure that all course syllabi include the approved student learning outcomes and that the officially approved course outlines contain student learning outcomes. (II.A.3)

**College Recommendation 11 (Compliance):** In order to meet the standards the team recommends that the College provide library and learning support services and student support services for students enrolled in WHCC courses at Avenal State Prison (AS) and Pleasant Valley State Prison (PVF). (II.B.1, II.C.3, ER 15, ER 17)

**College Recommendation 12 (Compliance):** In order to meet Standards, the team recommends that all personnel are systematically evaluated at stated intervals in accordance with the collective bargaining agreements and board policies. (III.A.5)

**College Recommendation 13 (Improvement):** In order to increase institutional effectiveness, the team recommends that the College develop a communication plan to complete the feedback loop to the college faculty, staff, and administrators regarding funding requests. The team also recommends that the College develop an assessment process to evaluate budget cycle for Sustained Continuous Quality Improvement. (III.D.1, III.D.2)

**College Recommendation 14 (Compliance):** In order to meet the Standards, the team recommends that the College, as it notes in its QFE, evaluate the governance and decision making procedures and processes, including the *Participatory Governance and Integrated Planning Manual 2014*, to assure their effectiveness. (IV.A.7)

## **District Commendations**

**District Commendation 1:** The team commends the District Information Technology department for its dedication, commitment, and responsiveness in effectively serving the colleges and sites over a geographic area of nearly 3,500 square miles.

**District Commendation 2:** The team commends the District for investing in the professional development of its workforce. In the establishment of the Employee Scholars Program, the District has made clear its commitment to the educational advancement of its employees by investing up to \$3,000 annually per participant.

## **District Recommendations for Improvement and Compliance**

**District Recommendation 1 (Improvement):** In order to increase effectiveness, the team recommends that the district update the evaluation instrument of academic administrators to formally and consistently include the use of results of learning outcomes assessment to improve teaching and learning. (III.A.6)

**District Recommendation 2 (Improvement):** In order to increase effectiveness, the team recommends that the Board establish a long-term plan for the systematic review and revision of all policies and establish a formal process for documenting the review of policies in which no revisions are made. (IV.C.7)

## **Introduction**

West Hills College Coalinga (WHCC) and the North District Center (NDC) in Firebaugh of the West Hills Community College District (WHCCD) serves a geographic area of 3,464 square miles in California's San Joaquin Valley. This rural region includes large portions of Fresno and Kings Counties, as well as parts of San Benito, Monterey, and Madera Counties. WHCC and NDC are isolated from major population centers, the closest being Fresno which is approximately 70 miles from the Coalinga campus.

West Hills College Coalinga's history began in the spring of 1932, when the Coalinga Extension Center for Coalinga Union High School District was proposed to offer Fresno State college classes to residents on the west side of Fresno County. The center opened on October 3, 1932. In 1956, a new 40 acre campus opened under the Coalinga college name and effective July 1, 1969, the official name of the college was changed to West Hills Community College in keeping with the expanded nature of the District.

In 1971 the North District Center in Firebaugh was built on property leased from the local high school District in order to more effectively serve the District. In 1996, plans to purchase and remodel the current facilities began which now houses new classrooms, computer labs, offices, a small library, and study spaces for students. The enrollment at North District Center remains consistent at approximately 350 headcount, and those students have full access to all student support services offered at the main campus with both face-to-face and online access.

West Hills College Coalinga's main campus has accounted for approximately 52% of the college's credit sections and 22% of the West Hills Community College District's credit sections over the last three academic years (2013-2014, 2014-2015, and 2015-2016). For the same three-year period West Hills College Coalinga accounted for 48% of the college's credit enrollments and 19% of the West Hills Community College District's enrollments.

Online courses have comprised 22% of the college's credit sections and 32% of the college's credit enrollment over the same three year period. Courses offered at North District Center, Firebaugh have accounted for 18% of WHC Coalinga's credit course offerings and 13% of the college's total enrollments. Credit classes offered at other locations have accounted for 8% of offerings and 6% of enrollments. Credit classes have been offered at Coalinga, Mendota, Tranquility, Firebaugh, and Avenal high schools and the San Joaquin center.

With over 80% of the student population eligible for a fee waiver, Pell Grant, and student support categorical program services students in the college service area face a variety of complex barriers to achieve academic success. One of 11 colleges out of 113 in the California Community college system with on-campus housing, WHC Coalinga has residence halls. Since summer 2016, the college has undergone key administrative changes and has recently hired a new President.

## **Eligibility Requirements**

### **1. Authority**

The team confirmed that West Hills College Coalinga is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Associate of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

### **2. Operational Status**

The team confirmed that the College is operational and provides educational services to approximately 4,600 students a year who are enrolled in degree applicable credit courses. Transfer with an associate degree is by far the most common educational goal among WHCC students, with just under half of the student population declaring this as their educational goal. Approximately 9% of WHC Coalinga students declare a goal related to a CTE degree or certificate.

WHCC has been in continuous service since 1932, originally called Coalinga College. In 1956, WHCC began operations at its current site in Coalinga. The college also operates an educational center in Firebaugh, CA. All courses are published online, posted on the college's website and in the college catalog.

The College meets the ER.

### **3. Degrees**

The team confirmed that the vast majority of courses offered lead to a degree and/or transfer. A majority of students are enrolled in degree applicable courses. WHCC offers approximately 25 Associate Arts/Associate Science and Associate Degree for Transfer degrees. In addition, the college offers 13 certificates of completion. Degree and certificate offerings are described in the college catalog which identifies requirements for Associate Degrees (including Associate of Arts, Associate of Science, and Associate Degree for Transfer), and certificates. All degrees require at least 60 units of coursework that includes general education as well as a concentration within a major. Students can complete the requirements in two academic years. Information on graduation unit requirements, competency expectations, residency, CSU Breadth general education and Intersegmental General Education Transfer Curriculum pathways, and the college general education pathway are included in the catalog.

The College meets the ER.

#### **4. Chief Executive Officer**

The team verified that West Hills College Coalinga has a chief executive officer who was appointed by the governing board. The chief executive officer is responsible for administering the policies adopted by the governing board and executing all its decisions. The team noted that the College has had turn-over in this key leadership position and has recently hired a new permanent highly qualified President. The President of West Hills College Coalinga reports directly to the District Chancellor. The College President does not serve as a member of the board nor as the board president.

The College meets the ER.

#### **5. Financial Accountability**

The District Office staff oversees District wide audits and is responsible for coordination of all site visits. West Hills Community College District (WHCCD) undergoes an annual external audit performed by a certified public accountant (CPA). The CPA firm conducts the annual audit using generally accepted accounting principles. The WHCCD Audit Report is publicly presented to the WHCCD Board of Trustees and posted on the District website.

The annual audit includes an audit of internal controls and state and federal compliance. Full detailed information about the college operations are set forth in Standard III.D. The College operates within its funding allocation formula as determined by the District in order to fulfill its institutional mission and ensure fiscal stability. All funds are carefully allocated, tracked, and documented per generally accepted accounting principles. The college annually undergoes an external financial audit performed by a certified public accountant. The college has been allocated funds that adequately support the current and future needs of its distance education courses and programs.

The College is in compliance with the federal expectations and requirements under Title IV. WHCC's three-year default rate on student loans reported in October 2015 was 23.4% which is below the federal requirement of 30%. WHCC's internal processes for financial aid disbursement includes appropriate checks and balances as stipulated in Title IV (ER 20), as well as separate mechanisms for responsibility of financial aid approval, disbursement, and delivery of student funds.

The College meets the ER.

**Checklist for Evaluating Compliance with  
Federal Regulations and Related Commission Policies**

**Public Notification of an Evaluation Team Visit and Third Party Comment**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative (add space as needed):**

The team confirmed that the College solicited third-party comment via the website.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to

	student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
--	--

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative (add space as needed):** The team confirmed that the College has institutional set standards; however, the College has not published institution-set standards for student achievement, appropriate to its mission, accessed how well it is achieving them in pursuit of continuous improvement. (See College Recommendation 4)

**Credits, Program Length, and Tuition**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative (add space as needed):**

## **Transfer Policies**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative (add space as needed):**

## **Distance Education and Correspondence Education**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to



	meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative (add space as needed):**

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative (add space as needed):**

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative (add space as needed):**

**Title IV Compliance**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative (add space as needed):**

# **STANDARD I**

## **MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY**

### **STANDARD I.A: Mission**

#### **General Observations**

The College developed a mission statement for the academic years spanning 2008-2012. In 2013, the college updated its mission for academic years 2013-2018. The mission statement includes specific references to the composition of the students, the communities to be served, the types of educational and training programs the college plans to offer, and the related degrees and certificates that students may obtain (I.A.1, ER 6). The team confirmed that the West Hills College Coalinga (WHCC) mission was developed to align with standard I.A.1 and ER 6.

The College integrated a discussion of advancing its mission in the program review process. However, the team found limited data in how effectively the College is accomplishing its mission.

#### **Findings and Evidence**

The College developed its 2013-2018 mission statement through an inclusive process and culminated with the Board of Trustees approval at its November 9, 2016 meeting. There is evidence that the College Planning Council (CPC) approved the mission statement in 2013.

The mission statement has been incorporated into institutional communication documents such as the catalog, the website, and contract education brochures. The mission statement is also incorporated into the draft Educational Master Plan (EMP), which was developed in 2013. (I.A.2, I.A.3)

The mission statement has guided development of the college's draft EMP and the Supplemental Strategic Plan. Instructional and student services programs target the training sectors and populations which are identified in the mission statement. Program information, located in the catalog and on the website, provides students with information regarding education and training options the college offers and application criteria in order to benefit from the offerings. (I.A.1, I.A.4, ER 6)

The District developed a 2016-2020 strategic plan, and the college similarly developed a strategic plan for the same period that mapped to the District Strategic Plan. The college started developing a revised Educational Master Plan in 2013. The College contracted the services of a consultant to support the efforts of the shared governance groups in developing the college's EMP. However, some misunderstandings coupled with the lack of maintaining accurate schedules and data caused confusion in the approval process of the mission statement and the EMP by the Board of Trustees.

WHCCD board policies provide direction for the colleges to periodically review and update their mission statements. (I.A.1, I.A.4) The Board of Trustees reviewed and updated its mission statement in November 2016.

### **Conclusion**

The College reviews and updates its mission statement regularly. The College meets the Standard and ER 6.

### **Recommendations for Improvement and Compliance**

None.

## **Standard I.B: Assuring Academic Quality and Institutional Effectiveness**

### **General Observations**

West Hills College Coalinga has several avenues by which the institution engages in dialogue on student outcomes and equity, institutional quality and improvement, and strategies to promote continuous advancement in these areas. The institution has demonstrated its commitment to student learning outcomes by establishing the Outcomes Committee as a planning committee and has established learning outcomes for its courses, programs, and service areas. However, more work is needed in the area of disaggregation of learning outcomes data; in addition, greater clarification is needed on the existing Integrated Planning Model to demonstrate how institutional planning and resource allocation are truly integrated.

Disaggregated student achievement data were provided to WHCC by the District office; however, the team did not find evidence these data were used for improvement in the planning processes at the College. It was unclear whether there was a regular and systematic review and evaluation of all parts of the college processes and practices. (I.B.7, I.B.9, ER 11) The team experienced difficulty in reviewing the accompanying evidence and the material available in support of the Institutional Self-Evaluation Report.

### **Findings and Evidence**

The College Planning Council (CPC) is the primary venue for dialogue focusing on continuous institutional improvement on student learning and achievement and serves as the decision-making committee for the college. The CPC is comprised of members from all constituency groups and meets monthly. The council receives and reviews recommendations generated by participatory governance groups when issues have college-wide implications or impact. The Council also reviews recommendations to the Chief Executive Officer related to District board policies and administrative procedures, which are forwarded to the Board of Trustees by the Chancellor.

To encourage faculty to focus on the continuous improvement of student learning and achievement, the Program Review committee endorsed and implemented a significant change to the program review template. Faculty linked proposed improvements to SLO assessment, college core goals, and Student Success/Equity goals. In an effort to demonstrate evidence of continuous

improvement of student learning and achievement, the College implemented the Lumina Foundation's Degree Qualifications Profile (DQP) - a faculty-driven initiative to review and strengthen general education curricula and develop coherent pathways for students. Additionally, in fall 2016, the faculty began to institutionalize the six core principles of the Habits of Mind (HOM) philosophy of student learning with a concept of taking FLIGHT (relating to the college falcon mascot). As students become more familiar with these principles, the intended outcome is that students will be better prepared for success in college and in life. In fall 2016, a pilot accelerated co-requisite pathway was launched.

The College has a process for assessing instructional programs, student services, and administrative support services. All instructional and non-instructional programs have established learning outcomes for existing courses, programs, and services. Learning outcome development is required for all new curriculum and is a mandatory component for curriculum and program review processes. Course learning outcomes are recorded on an addendum to the Course Outline of Record and are included on all syllabi. Program level outcomes for degrees and certificates are recorded in the SLO SharePoint site. (I.B.2, I.B.5, ER 11) All course syllabi are required to list course-level SLOs to ensure the students are clearly aware of those outcomes which they will be expected to meet by successful completion of the course. Outcomes for non-instructional programs are in place for all learning and student support services and are assessed through regular program review processes. The team found that only 44 percent of those syllabi contained student learning outcomes. (see II.A.3)

The College reported five Institutional Set Standards (ISS) in the Self-Evaluation Report. (I.B.3) However, it was not clear how these ISS were developed and if these institutional set standards were presented or vetted through the strategic planning and governance processes. To confirm this, the team interviewed the Institutional Effectiveness Accreditation Committee (IEAC). The committee members indicated that the ISS were developed during a districtwide retreat; however, these standards were not communicated back to the College. It appeared that ISS did not go through the vetting process at the College. Additionally, the team did not find these ISS on the college/district website or other college publications. (ER 11)

The team found evidence indicating that the College incorporated assessment data into its program review processes. All program reviews include statistical data analysis of program trends, labor market data, faculty information and program SLO assessment data. Student learning and achievement data are used for planning, implementation, and re-evaluation as shown in the program review data guide. The Program Review committee (PRC) reviews all those prepared by representation of the program faculty from the six learning areas: Arts and Letters; Math/Science/Kinesiology; Social Science; Allied Health; and Student Services faculty. (I.B.4, I.B.5)

The program review process has effectively provided programs and services with qualitative and quantitative data on student and program performance later incorporated into integrated planning and resource allocation processes. It appears that program review and outcome assessment are conducted. (I.B.4, I.B.5) However, based on information provided, the team found that not all PSLOs are not assessed regularly. (see II.A.3)

The College assesses the accomplishment of its mission mainly through program review process. Program reviews includes an evaluation of advancing the college mission, goals, student learning outcomes, and student achievement. Program review includes statistical data analysis of program trends, labor market data, faculty information, and program SLO assessment data for both instructional and non-instructional improvement. Both qualitative and quantitative data are gathered and provided for program review and are accessed in the official repository of documents, the Program Review committee portal. Upon review of samples of instructional and non-instructional program reviews (English, Math, International Student Program, Communication, Administration of Justice), even though the district provided data on demographics, the team could not find data in program review that was disaggregated by mode of delivery (face-to-face/online/hybrid). (I.B.5)

In the program review process, the programs/services were asked to provide program goals aligning with the college's core goals, student success goals, and student equity goals. However, the team could not find evidence to indicate that college has a systematic method to track these. Therefore, the team did not find information in the institutional self-evaluation report on how the college assesses the accomplishment of its five strategic goals outlined in WHCC Strategic Plan 2016-2020. The team interviewed CPC and confirmed that the college does not have a formal system to track progress of achieving its goals. (I.B.5)

Student achievement data are disaggregated by various student subpopulations through the California Scorecard and the Student Equity Plan. Performance gaps between subgroups and strategies for ameliorating these gaps are primarily identified through the Equity Plan/data. These gaps or disproportionate impact are overseen by the Basic Skills and Student Equity (BASE) committee. An intervention cited that included increased supplemental instruction services/awareness, math and English curricular redesign, co-requisite accelerated learning pathway. The district office also provides student achievement data disaggregated by subpopulations of students for the program review even though data has not been incorporated into the writing of the program review reports. WHCC does not appear to disaggregate SLO data by subpopulations of students. (I.B.6)

The team found very limited evidence to show that the College regularly evaluates its processes and practices across all areas of the institution. WHCC has an established process for evaluating instructional programs and student support services through program review. The district Research Analyst deployed a survey in summer 2015 to members of every committee and council to determine the effectiveness, transparency, and communication of the committees and councils in general. The results were used as a springboard to work on improving communication amongst governance committees scoring on the lower end of the scale. However, it's unclear if WHCC systematically assesses policies and practices across all areas of the institution, and no evidence is provided to support this. The QFE Action Project on Institutional Effectiveness addresses the need to evaluate and improve the College's effectiveness, but it does not specifically address the need to regularly evaluate the resource management and governance processes. (I.B.7)

In the self-evaluation report, the College indicated that documented assessment results were shared in President's Forums, community meetings, council and committee meetings, department meetings, newsletters, direct publications, and on college and district websites. The team found evidence to show that the college communicates the results of institutional assessment and evaluation activities internally. The primary channel for communicating results of assessment and evaluation activities is via college website and committees and councils of the governance structure with recurrent telephone and electronic communication exchanges. Student Learning Outcomes (SLO) assessment results are published on the SharePoint portal and incorporated into the program review process, which is shared with governing councils, also available on the college website. (I.B.8)

In the fall 2016, the College engaged architectural and planning firms to propose consulting contracts to update the strategic plan and the College's EMP. The project is a part of the Quality Focus Essay (QFE) and slated for completion by late spring 2017.

The College claimed that reports and data inform the college's decisions and planning. Review of the evidence also verifies the existence of reports and data. However there is a lack of clarity regarding how data informs planning and decision-making. For example, the College and the Board reviews the CARE Program's End of the Year Summary on an annual basis. There is not any indication of how the data improves student success. (I.B.6, I.B.7)

The institutional effectiveness team provides reports that may support improved decision-making processes. The College may lack data analysis capacity in order to make sense from data in order to make data-informed decision-making a part of its processes.

Data garnered from program reviews, College Scorecard, and institutional learning assessment inform the college regarding required actions that address the goal of the institution as stated in its draft EMP, strategic plan, and the associated categorical programs related to student success. Planning Matrix, Degree Qualifications Profile, and Program SLOs provide roadmaps for designing, delivery, and assessment of courses and programs. For example, data-informed approaches to program improvement has resulted in the development of an expedited pathway in Political Science to CSU, improvements in scheduling Psychiatric Technician courses, and online counselling services. (I.A.2, I.B.4)

Programs and services that the college offers are aligned with its mission. The College accesses data for developing and improving programs and services.

The program review process is one primary mechanism used for institutional evaluation and planning. Program reviews identify the resources required to accomplish programmatic goals and objectives, which lead to advancing institutional goals. The college recognizes that it can make better use of existing practices of systematic evaluation and planning by the activities outlined in QFE Action Project #1. (I.B.9)

The primary document guiding long-term planning at the College is the Education Master Plan (EMP). Through internal and external scans of the WHCC environment, the EMP provides vision, values, and goals, as well as potential future improvements to consider through the 2013-18 academic year. The EMP provides a road map to guide the allocation of WHCC's resources.

However, as the primary long-term planning document, the draft EMP has not been approved and finalized. (I.B.9)

It is stated on page 47 of the ISER that that in “spring 2015, the draft document of EMP was developed, vetted, and revised”. The next paragraph indicates, “the current draft was then sent for review by the College Planning Council for a first and second read and approved on May 9, 2014” and the CPC assumed that EMP was approved by the Board of Trustees in the summer of 2014. These timelines are factually in conflict. (I.B.9)

The ISER did not provide enough evidence to show that the college engages in continuous, broad based, and systematic evaluation of its processes and practices. Interviews to the committees also confirmed this. (I.B.9)

### **Conclusion**

The College meets the Standard and related ERs except for I.B.3, I.B.6, and I.B.7. WHCC has developed a mechanism to access learning outcomes for all course, programs and services. Institution-Set Standards have not been given attention at the College and have not been vetted and published. The College engages in dialogue about assessment and evaluation activities; however, it does not appear to evaluate processes and practices consistently.

### **Recommendations for Improvement and Compliance**

**College Recommendation 1 (Improvement):** In order to increase institutional effectiveness, the team recommends that the College develop a comprehensive professional development program for faculty and staff that is linked to the mission and the integrated planning process. The program should be regularly evaluated based on needs assessment data, outcomes, and relationship to mission. (I.B.9, III.A.14, IV.A.1)

**College Recommendation 2 (Improvement):** In order to increase institutional effectiveness the team recommends that the College implement a systematic, sustained and integrated planning and resource allocation process that results in the improvement of student learning and student achievement; establish and assess measurable, actionable goals to improve institutional effectiveness; include educational effectiveness as a demonstrated priority in all planning structures and processes; and promote on-going, robust and pervasive dialogue about institutional effectiveness. (I.B.1, I.B.9)

**College Recommendation 3 (Compliance):** In order to meet the Standards, the team recommends that the instructional and non-instructional outcomes data be systematically disaggregated by student subpopulations and achievement data disaggregated by delivery modes. These data should be used institution-wide for each of the planning processes, including assessment of student learning, program review, and resource allocation. (I.A.2, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, I.B.9)

**College Recommendation 4 (Compliance):** In order to meet the Standards, the team recommends that the College publish institution-set standards for student achievement,



appropriate to its mission, accesses how well it is achieving them in pursuit of continuous improvement, and has a sustained and collegial dialogue about this information. (I.B.3, II.A.1, ER 11)

**College Recommendation 5 (Improvement):** In order to increase institutional effectiveness, the team recommends that the college develop its Institutional Research capacity to ensure the college has a process for gathering, analyzing, and applying data to its planning and decision-making processes. (I.A.2, I.B.1, I.B.2, I.B.3, I.B.5, I.B.6, I.B.9, IV.D.2)

**College Recommendation 6 (Improvement):** In order to increase institutional effectiveness, the team recommends that the College engage in continuous, broad-based, systematic evaluation and planning integrating program review, planning, and resource prioritization and allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. (I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.16)

**College Recommendation 7 (Improvement):** In order to increase institutional effectiveness, the team recommends that the College develop a process and calendar to assess College's progress toward its strategic planning goals in a timely manner. (I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6)

## **Standard I.C. Institutional Integrity**

### **General Observations**

The College provides clear and accurate information to the community and to prospective students. The College maintains its integrity through its catalogs, publications, and statements, including those published in electronic format. The College publishes a printed or online catalog for current and prospective students. (I.C.1, I.C.2) The catalog contains information on all degree or certificate programs it offers. Total cost of education is also included in the catalog. (I.C.6) College expectations regarding academic freedom and responsibility are detailed in board policy made available on the District website. The commitment to academic freedom is written clearly in the catalog. The College maintains a positive relationship with the ACCJC demonstrated by clear and timely submission of all requested reports. (ER 20) All reports submitted to ACCJC were posted on the college website.

### **Findings and Evidence**

West Hills College Coalinga uses diverse methods and strategies to provide clear, accurate information to students and prospective students, personnel, and the public related to its mission statement, learning outcomes, educational programs, and student support services. Examples include the catalog, the college website, email, information posted on campus, signage, publications, and in-person interactions. The College also relies on an informal communication network using off-campus community events and social activities to connect with the public. Press releases, formal reports to the accrediting commission, and annual reports such as the Student Success Scorecard are accessible on the college website. (I.C.1, I.C.2, ER 20)

The District Director of Marketing is responsible for the branding, style, and release of information concerning college programs and events. All college publications, including the West Hills magazine, news releases, brochures, and posters are approved the District Marketing office before being distributed to assure the integrity of District publications. In addition to the

District portal, the college maintains a social media presence on Facebook, Twitter, LinkedIn, and Snap Chat.

Course and program schedules are regularly updated on the college website, and they are also posted on the college Facebook account, texted to students, and available in PDF form. Additional information posted and regularly updated on the college website includes the academic calendar, final exam schedule, student handbook, international student program information, athletic team schedules, and information about student services and programs.

West Hills College Coalinga publishes an annual catalog that is available on the web in PDF form for printing or downloading. Printed copies are available at the college library and in student services. The catalog is updated annually and includes detailed information about the college's mission, educational programs, degrees, courses, learning resources, student services, and faculty and staff names. (I.C.2, I.C.5) Certificates and degrees are described in the college catalog and also on department webpages. The college informs students about the total cost of education online and in printed materials. The district's webmaster created a mobile application to assist students in determining the total cost of attendance. (I.C.6)

The West Hills district maintains more than 100 reports in the portal, and the reports are updated every 24 hours. These reports allow data to be filtered to the course level, and include reports detailing enrollment, faculty load, instructional cost, and section counts. Annual reports include demographic data, enrollment trends, ethnic trends, gender trends, and student success and retention statistics. The district also tracks program completer counts, student transfer data, gainful employment, and licensure pass rates (I.C.3, ER20)

The college and district are governed by policies as established by a Board of Trustees. These policies communicate the expectation that all students, faculty, staff, and Board members are expected to maintain. All Board Policies and Administrative procedures are posted on the WHCCD website. The college uses a board policy and administrative procedure to ensure academic freedom. The policy is available on the college website and in the catalog. (ER13)

The team found that the College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The College provides an online catalog for students and prospective students, and the catalog is also available in print form. The College documents Student Learning Outcomes and student achievement data and describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The College regularly reviews policies, procedures, and accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including all instructional materials. The team verified that the ER20 elements can be found in the catalog. However, the languages regarding how program outcomes are represented are inconsistent.

A locally elected Board of Trustees govern the College and District by establishing specific policies and procedures relating to academic honesty, responsibility, and academic integrity for all constituency groups. These policies include specifics for addressing unacceptable behavior, academic honesty, and the consequences for dishonesty. Administrative Procedure and Board Policy 2715 applies to all Board of Trustee members. Faculty and staff are covered under Board

Policy and Administrative Procedure 3050, Institutional Code of Ethics, which specifies consequences for noncompliance. Board Policy 5500, Standards of Student Conduct, and Board Policy and Administrative Procedure 5505, Academic Honesty, establish standards of conduct for student behavior and academic honesty. These approved policies and procedures also enumerate specific violations and their consequences. WHCC has established and published clear policies and procedures that promote honesty, responsibility and academic integrity. Policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. (I.C.8, I.C.9)

The team found evidence that the College provides a learning environment where students are free to pursue their intellectual inquiry. Faculty encourage students to ask critical questions and inspire the free exchange of ideas and opinions. Board Policy and Administrative Procedure 7217, Faculty Responsibilities, details faculty expectations regarding distinguishing personal conviction and professionally accepted views. Furthermore, it requires that faculty pursue subject matter in a manner consistent with the standards of scholarly objectivity as defined by academic tradition and practice. (I.C.7) In addition, the faculty evaluation process includes a review of the instructor's ability to teach content and material consistent with the colleges Course Outline of Record and consistent with generally accepted standards of practice within the academic discipline. Student, supervisor, and peer evaluation of the instructor are included within the faculty evaluation process. Review of distance educational materials in Canvas revealed conformity with this standard. Course syllabi often encouraged students to ask questions and respect the opinions of others. Furthermore, a code of conduct for online behavior was published as a section of the course syllabus. The individual discussion questions frequently encouraged students to ask deep, critical questions.

Interviews with faculty, staff, administration and students confirm the faculty distinguish between personal conviction and professionally accepted views in a discipline. The faculty present data and information fairly and objectively. (I.C.9)

The College does not require conformity to specific codes of conduct. Students and faculty confirm no pressure to conform with any specific worldview. Furthermore, the institution does not seek to instill any specific beliefs. (I.C.10)

The institution does not offer curriculum in foreign locations. Distance education is not promoted in foreign locations. Interviews with administration and faculty confirm these findings. (I.C.11)

Institutional effectiveness and educational quality information is generated by the District. The District office mails out institutional effectiveness and quality information to the community. Effectiveness and quality information is also posted by the district on the website. WHCC meets their financial reporting obligations to the Commission.

The team encourages the institution to maintain control over the institutional effectiveness and quality messages disseminated to the community, regardless of the media used.

The commitment of the Board of Trustees to advocate and demonstrate honesty and integrity in its relationships with internal agencies that is delineated in Board Policy 2715. WHCC is committed to demonstrating ethical relationships with community-based organizations, public and private sector agencies, governmental and regulatory agencies and other external agencies. In addition, the college agrees to continue to comply with accrediting commission's standards, policies and guidelines as it has in the past.

The college maintains relations with various outside accrediting agencies including the Board of Vocational Nurses and Psychiatric Technicians, National Center for Construction Education, National Student Clearinghouse, Central Valley Higher Education Consortium, Police Officers Standards and Training, Board of Corrections, United States Department of Agriculture, National Science Foundation, National Association of Early Childhood Education Programs, California Student Aid Commission, Department of Veterans Affairs, American Welding Society. Programmatic accreditation is published in the catalog and on department websites. Interviews with faculty, staff, administrators and students indicate WHCC advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and to the public (I.C.12, I.C.13, ER 21).

WHCC is a publicly funded, open-access community college that functions for the benefit of all students. It does not generate financial returns for investors or contribute to any related or parent organization. Development of the WHCC Educational Master Plan (EMP) began in 2012 and is still in draft form as of the date of the evaluation team visit. The EMP informs direction and delivery of student educational services (I.C.14).

### **Conclusions**

The College meets the Standard and related ER. However, the College has not completed an updated Education Master Plan.

### **Recommendation for Improvement and Compliance**

**College Recommendation 8 (Improvement):** In order to increase institution effectiveness, the team recommends that the College complete the Educational Master Plan and Facilities Master Plan. (I.C.14, IV.A.3)

## **STANDARD II**

### **STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES**

#### **Standard II.A: Instructional Programs**

##### **General Observations**

West Hills College Coalinga (WHCC) offers instructional programs, library and learning support services and student support services aligned with its mission. Programs are offered at an appropriate quality and rigor for higher education. WHCC assesses instructional and non-instructional programs for quality and uses the results to improve educational quality, student success and institutional effectiveness.

The College offers degrees and certificates aligned with its mission. Courses are offered as credit, noncredit, not-for-credit, and through contract training on-campus, online and at the North District Center in Firebaugh. The Curriculum Committee ensures that courses and programs meet the rigor and standards appropriate to higher education at the time of creation and through cyclical review and update. While there is an established course outline review and update cycle, not all course outlines of record are up to date. Additionally, all courses and programs have approved learning outcomes, with most having ongoing assessments. Outcomes are assessed regardless of delivery mode or location, with course student learning outcomes (CSLO) assessment results used to assess program learning outcomes (PSLOs) during the program review process. In fall 2016, WHCC adopted a new institutional student learning outcome (ISLO) on ethical reasoning as a result of the Degree Qualifications Profile (DQP) Project. All degree programs offered in the name of the College incorporate a component of general education as well as a focused area of study or area of emphasis.

Transfer-of-credit policies are clearly stated in the college catalog and online through the Transfer Center web page. Internal processes of the Counseling Center related to outside transcripts received by the college are described in the Institutional Self Evaluation Report. Policies and protocols to assess transcripts for students entering the College are available on the Counseling Center web page.

##### **Findings and Evidence**

The team found that all offerings regardless of means of delivery are consistent with the institution's mission and are appropriate to higher education. All programs culminate in attainment of learning outcomes and achievement of degrees, certificates, and transfer to a four-year program. The College offers 51 degrees and certificates in their credit program: ten Associate Degrees for Transfer, 17 Associate of Arts (AA) degrees, 10 Associate of Science (AS) degrees, 11 Certificates of Achievement, and three local certificates. However, the catalog is unclear in how Associate of Science and Associate of Arts degrees are distinguished. For example, the Computer Information Systems degree is listed as both an AS and AA degree. Furthermore, information regarding the number of programs provided within the Institutional Self-Evaluation Report (pages 83 and 90) and the College Catalog (page 51) were different. The team suggests that this discrepancy be addressed. Additionally, the program

learning outcomes are inconsistently presented in the College Catalog as noted in Standard II.A.9.

The team confirmed that the institution has policies and procedures for defining and classifying a course offered via distance education (DE). Class offerings, regardless of location or delivery, follow the same official course outline of record (COR) that is approved by the Curriculum Committee. Additionally, courses identified as offered online or in a blended format have an approved DE addenda to the official COR, which documents the means by which instructors will initiate regular and substantive contact. In review of the DE shells for online classes, the team confirmed that online offerings include instructor initiated, regular and substantive contact with students. (II.A.1, ER.9, ER.11)

The team confirmed through review of the curriculum process, that the Curriculum Handbook, Board Policy (BP) and Administrative Procedure (AP) 4020, and in meetings with faculty that faculty take the lead on curriculum development and review. As described in the Curriculum Handbook and BP 4020 and AP 4020, course curriculum is first vetted through discipline faculty facilitated by their Learning Area Representative (LAR) before submitting items to the Technical Review Committee of the Curriculum Committee (CC). Ultimately, approved items are placed on a Curriculum Action Report (CAR) by the vice president of Educational Services for review and approval by the Board of Trustees. Courses with seven common attributes across the district may be additionally vetted through the District Education Curriculum Committee. This allows students to meet their educational goals at either college within the District. Programs offered in the CTE disciplines are reviewed by their respective advisory boards. These advisory boards, composed of business and industry experts, provide feedback on the currency, relevancy, and expected competencies of the programs. Courses offered via distance education go through separate approval. Faculty, both full-time and part-time, are evaluated to ensure content meets the expectations set by the discipline in the course outline of record and that methods of instruction meet the needs of the students. (II.A.2)

WHCC faculty have primary responsibility for maintaining course outlines of record and identifying learning outcomes. (II.A.2) The team found evidence that not all course outlines of record are up-to-date within the five-year update cycle. The CORs of approximately fifty active courses, representing nine percent of the offerings, are outdated, which include high demand general education courses. The team confirmed that instructors submit syllabi for all courses at the beginning of every semester. The team reviewed a sampling of syllabi from each learning area and found that only 44 percent of those syllabi contained student learning outcomes, and not all of the outcomes stated were the officially approved CSLOs. (II.A.3)

When the College began assessing CSLOs, all data was stored in the SharePoint portal. The data in the portal was maintained in spreadsheets by the Outcomes Coordinator. This proved to be a challenge and, as a result and based on recommendation by the Outcomes Committee, the College adopted eLumen, an electronic system for outcomes submissions. Course outcomes are scheduled to be assessed every two years. The DQP Project was used to align course and program level learning outcomes for CTE. With the adoption of eLumen, WHCC is in the process of reviewing, updating and aligning each course to program pathways using the DQP

principles, including general education. Faculty participate in bi-annual SLO Assessment Day workshops. The team reviewed evidence provided by the College showing that CSLOs are not consistently assessed within the cycle. (II.A.3)

Program learning outcomes are published in the College Catalog. However, there is inconsistency in how these outcomes are presented. Program learning outcomes are assessed in conjunction with the program review process. Course student learning outcomes are mapped to PSLOs, and the results of the CSLO assessments drive the assessments of PSLOs. Based on information provided, the team verified that not all programs are completing program review within the prescribed timeframe. (II.A.16) Therefore, PSLOs are not assessed regularly. Additionally, for some programs that are completing program review, there is evidence that some PSLOs are unable to be assessed since the CSLO assessments are lacking. (II.A.3)

The team confirmed through review of the College Catalog that pre-collegiate courses are distinguished from college level courses in a clear manner. All courses in the catalog contain notation indicating if they are non-degree applicable (NDA), applicable to the associate's degree (AA) or transferrable to the California State University or University of California (CSU or UC). The College offers courses in English, English as a Second Language, and mathematics that are NDA. The curriculum of pre-collegiate courses supports students in attaining skills necessary to advance and succeed in subsequent courses, including college level courses. Noncredit courses are also noted as NDA. (II.A.4)

Through review of the College Catalog and in discussion with the Curriculum Committee, the team confirmed that all degrees and programs are of appropriate length, breadth, depth, rigor, and synthesis of student learning. (II.A.5) All associate degrees including the Associate Degrees for Transfer have a focused major or area of study with a minimum of 60 semester units. Programs that undergo program review address these attributes and are reviewed to ensure standards are upheld. Additionally, student learning outcomes assessments is a component of faculty evaluation. Faculty teaching courses offered via DE are evaluated by the same process as face-to-face classes, except that student evaluations are administered in class for face-to-face classes and online for DE classes. Furthermore, DE courses follow the same course outline of records and have the same CSLOs as face-to-face courses. (II.A.5, ER.12)

In the 2014-2015 academic year, the District implemented REG365, a student registration platform. Each April students with an educational plan enroll in their summer, fall, and spring classes. Using education plan information as well as placement data, sections are scheduled for an entire year to ensure timely completion of degrees and certificates. The College has begun the Multiple Measures Assessment Project for incoming high school students. This project uses high school grade point average as a measure in placement and has been shown to accelerate students through the English and math sequences. Additionally, beginning fall 2016, all incoming freshmen who assess one level below transfer English are given the option to enroll in an accelerated co-requisite English pathway. (II.A.6, ER 9)

Courses are offered face-to-face, hybrid, web-enhanced, and online. Faculty incorporate learning strategies and demonstrate sensitivity to diverse backgrounds. Course outline of records

indicate, and team members observed, faculty incorporating learning activities into their classes, as well as demonstrating sensitivity to diverse backgrounds. Faculty evaluation includes components that ensure faculty teach to the COR and support equity in success for all students. Through review of the College's Equity Plan, the team confirmed that the College is engaged in ongoing efforts to close equity gaps in access, course completion, basic skills, and program completion, including transfer. The College offers students learning support services through counseling, early alert, supplemental instruction, freshmen experience classes, peer mentoring, tutoring, and the Habits of Mind FLIGHT plan, which is a campus-wide student success initiative. (II.A.7)

The team found that the College does not use department-wide course and/or program examinations. (II.A.8)

The institution awards credit consistent with accepted norms in high education, which is ensured through the curriculum approval and routing process that is available through MyWestHills' Curriculum Committee Resources. (II.A.5) Faculty work with their Learning Area Representative (LAR), who submits completed course outlines to the Technical Review Committee (TRC). Once technical review is complete the LAR submits course revisions to the Curriculum Committee Chair to be put on the upcoming committee agenda. New courses require routing through the Vice President of Educational Services. Once approved at the Curriculum Committee, approved courses are placed on the WHCC Curriculum Action Report for Board approval. Resources are provided to faculty through the resource section of the CC web page such as the Chancellor's Office *Course Outline of Record Guide* adopted spring 2008, a Frequently Asked Questions sheet, and a Curriculum Forms Guide. The achievement of stated PSLOs is the basis for awarding degrees and certificates as stated in the catalog. However, programmatic outcomes are not stated consistently in the College Catalog. For example, the Administration of Justice AS-T degree has a heading titled "Program student learning outcomes," while the Correctional Science AS or AA degree has a section labeled, "Upon completion of the program the student will be able to meet the following objectives:" The College does not offer courses based on the clock hour. However, the units of credit awarded are consistent with institutional policies that reflect generally accepted norms in higher education. (II.A.9, ER 10)

The College has approved policies and procedures to address the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students in the course catalog and on the Transfer Center web page. These processes include the use of ASSIST.org that shows how course credits earned at one public California college or university can be applied to another. They have also developed Associate Degree of Transfer degrees and participate in the Transfer Admission Guarantee (TAG) program for the University of California system. The College uses the Transfer Evaluation System (TES) for private and out-of-state institutions. The Transfer Center web page also provides links to other articulation agreements with institutions such as Fresno Pacific University and Brandman University. Internal processes of the Counseling Center related to outside transcripts received by the college are described in the Self Evaluation Report. Policies and protocols to assess transcripts for students entering the



College are available on the Counseling Center web page. The team found that these policies and process are also regularly reviewed. (II.A.10, ER 10)

The College has adopted ISLOs in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage in diverse perspective, and other program-specific learning outcomes. The ethical reasoning ISLO was adopted in fall 2016. The team found in reviewing evidence submitted that WHCC is focused on continuing to map their various CSLOs and PSLOs to these ISLOs through alignment with the DQP principles. With the purchase and integration of eLumen, the College will be able to better align the PSLOs and classify them under the specific learning categories. (II.A.11)

WHCC has a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education. The college has a general education philosophy, which reflects its degree requirements and is communicated publicly in the catalog on pages 41-44. As a component of all associate degrees, student complete a minimum of 18 semester units of general education that includes courses in: Language and Rationality, Natural Sciences, Humanities, Social Science, and health and physical activity. Courses in the general education pattern have established CSLOs and are in the process of being mapped in eLumen to the ISLOs that are Critical Thinking, Problem Solving, and Creative Thinking; Communication; Quantitative Analysis and Scientific Reasoning; Social, Cultural, Environmental and Aesthetic Perspectives; Information, Technology and Media Literacy; Personal Academic, and Career Development; and, Ethical Reasoning. (II.A.12, ER 12)

The team found that all programs include a focused study on one area of inquiry or discipline and include key theories and practices appropriate for the certificate of achievement of associate's degree level as stated in the catalog. As noted previously, each program has specific PSLOs stated in the catalog, although the PSLOs are not consistently represented. (II.A.13)

The College verifies and maintains currency of employment opportunities and other external factors in all of its career-technical disciplines. WHCC determines competency levels and measurable student learning based upon faculty expertise and input from industry representatives. CTE programs have advisory committees that ensure CTE programs meet workforce needs. (II.A.14)

The College has established policies and procedures regarding program elimination, including the process by which enrolled students will be able to complete their education in a timely manner with a minimum of disruption. These are outlined in BP 4021 and AP 4021. The College has had no programs discontinued in the last six years. Currently, the Child Development program is in a viability review. In keeping with AP 4021, the College formed a task force and the process in continuing. (II.A.15)

The College offers credit, noncredit, and not-for-credit courses. All course outlines of record are scheduled for review on a five-year cycle. Academic programs are scheduled for review on a four-year cycle with career and technical education (CTE) programs scheduled on a two-year cycle. Non-instructional programs are scheduled for review on a three-year cycle. (II.A.16)

The College has a documented process to regularly evaluate the effectiveness of its courses and programs. Instructional disciplines are grouped into six learning areas with representation from each area on the Academic Senate, Curriculum Committee, and Program Review Committee. Full assessment is scheduled to take place every four years for academic programs and every two years for CTE programs. Non-instructional programs are scheduled for reviewed every three years. In reviewing the program review templates, tracking documentation, and a sampling of completed program reviews, this process includes relevancy, appropriateness, student learning achievement, currency, resource requests, and planning for the future. The program review process is inconsistently followed for college programs. Evidence shows that some programs have been granted extensions and others have no scheduled cycle. For those programs completing program review, the results are used in institutional planning. In reviewing a sampling of program evaluations, changes and improvements in programs have occurred as a result of program evaluations and include plans for follow-up evaluation of their effectiveness. The College uses tracking sheets for course outline updates, outcomes assessment, and program review. However, in all areas, courses, outcomes assessments, and program review are not systematically completed within their respective cycles. (II.A.16)

### **Conclusion**

The College does not meet all sections of the Standard. Processes and schedules are well-defined for course outline updates, outcomes assessment, and program review. However, these timelines are not followed nor is there accountability for completion. In review of the course syllabi, student learning outcomes were included in less than half of those reviewed. Program learning outcomes are published in the College Catalog, but are inconsistently represented. (II.A.1, II.A.3, II.A.6, II.A.9, II.A.11, II.A.13, II.A.16)

### **Recommendation for Improvement and Compliance**

**College Recommendation 9 (Compliance):** In order to meet Standards, the team recommends that the College maintain an on-going, sustainable process of assessing student learning outcomes at the course, program, certificate, and degree levels; promote widespread dialogue on the results of the assessments; and use assessment results to improve programs and institutional processes including resource allocations. (II.A.3, II.A.11, ER 11) Additionally, the team recommends that the College:

- include student learning as one component in assessing institutional effectiveness; (I.B.1)
- fully and meaningfully assess all courses, certificate and degree programs using student learning outcomes assessment to improve student learning and ensure that faculty and staff fully engage in the student learning outcomes assessment process; (II.A.1, II.A.2, II.A.3, II.A.11, II.A. 16, ER 11)
- develop a streamlined process and accountability measures for student learning outcomes assessment. (II.A.1, II.A.3, II.A.6, II.A.11)

**College Recommendation 10 (Compliance):** In order to meet Standards, the team recommends that the College ensure that all course syllabi include the approved student learning outcomes and that the officially approved course outlines contain student learning outcomes. (II.A.3)

## **Standard II.B. Library and Learning Support Services**

### **General Information**

Learning support services at WHCC and NDC include library collections, tutoring and additional services available in the Learning Center, computer laboratories, and regular instruction for users of the library and learning support services. The College relies on the expertise of faculty, including librarians and learning support services professionals, to select educational equipment and materials to support student learning. The College takes responsibility for and assures the security, maintenance, and reliability of services either directly or through contractual arrangement and regularly evaluates services to ensure their effectiveness.

### **Findings and Evidence.**

West Hills College Coalinga supports instruction with libraries on the main campus and at the North District Center campus. The libraries, which are centrally located on both campuses, are managed by a full-time librarian and also staffed by three full-time library technicians, as well as a cadre of well-trained student workers who answer student questions and help students begin to acquire the information literacy they need to succeed in college. Library hours include 58.5 hours per week on the main campus during the regular academic year and 44 hours per week in the summer. The library on the NDC campus is open 40 hours per week year-round. Students and faculty have access to online databases, e-books, periodicals and media resources, including resources in basic skills and English as a Second Language. (II.B.1)

The College provides instruction at Avenal State and Pleasant Valley Prisons but does not provide library or learning support at either location. As such, the team found that the College does not comply with II.B.1 and does not support student learning and achievement by providing library and learning support services that are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery.

The team confirmed that most classrooms have been standardized to include the following components: video projector, screen, Apple TV, speakers, and various types of connections for laptops. Document cameras are available in many classrooms, and five classrooms and one conference room are fully equipped with videoconference capabilities. Additionally, the library on the Coalinga campus houses a well-utilized computer lab, an iPad cart, and 20 laptop computers. Many students depend on the technology available in the library to do research and complete class assignments. (II.B.1)

Confirmed through site visits, tutoring is available free of charge in the Learning Center to students who attend classes on the WHCC and NDC campuses. The Learning Center is housed in a dedicated space in the library and, in addition to tutoring, also offers Supplemental Instruction (SI) and conversational opportunities for international and ESL students who would like to strengthen English speaking skills. A full-time tutor specialist leads the tutoring department on

both campuses. All tutors and SI leaders must complete a semester-long, non-credit tutor training course, NC-50. Additionally, the DSPS program works with the Learning Center to train tutors about learning disabilities and also offers tutorial services in the DSPS lab. (II.B.1)

The college librarian works with faculty and staff to maintain relevant materials that represent diverse viewpoints. The library also maintains a collection of reserve textbooks that may be checked out for two-hour periods or overnight. The library on the Coalinga campus holds a comprehensive collection of graphic novels that are popular among students at all literacy levels. (II.B.2)

The team confirmed that the Library and Learning Resource Center collect data on a monthly basis. Data include circulation, gate counts, database usage, and printing and copying costs. Recommendations are also solicited from faculty and students. Student Learning Outcomes are in place for the library, the Learning Resource Center, and for the tutoring course required of prospective tutors and SI leaders. Both the Library and Learning Resource Center engage in outcomes assessment and participate in program review and (II.B.3)

The colleges in the West Hills district cooperate to share library resources. The library also participates in the community college Library Consortium to purchase resources at a discounted price. Security at college libraries is assured through the use of security gates. The NDC-Firebaugh Center is also in a partnership with the city of Firebaugh to build a city library in a new center building. (II.B.4)

### **Conclusion**

The College meets the Standard except for II.B.1. WHCC provides excellent Library and Learning Resource services for students at the Coalinga and NDC-Firebaugh locations. Distance Education students also have access to online tutoring and library services. However the College does not provide equitable learning support services for all students regardless of location.

### **Recommendation for Improvement and Compliance**

**College Recommendation 11 (Compliance):** In order to meet the Standards the team recommends that the College provide library and learning support services and student support services for students enrolled in WHCC courses at Avenal State Prison (AS) and Pleasant Valley Federal Prison (PVF). (II.B.1, II.C.3, ER 15, ER 17)

## **II C. Student Support Services**

### **General Observations**

West Hills College Coalinga provides a wide range of Student Support Services including Admissions, Assessment, Career Development, Counseling, DSP&S, EOPS, CARE, CalWORKs, Financial Aid/Scholarships, Foster Youth Alliance, Orientation, Registration, Transfer Services and Veterans Services. Services are centrally located and easily accessible for students. Student support services are offered 40 hours weekly year round and most student

support services are available online. Services are not available for evening students. As part of a multi-college district, most services are provided on campus and at the NDC- Firebaugh Center; however, others remain primarily centralized such as Admissions and Records. WHCC also offers most Student Support Services online or by phone.

### **Findings and Evidence**

Through evaluation of materials and interviews with College faculty, staff and administrators, the team verified that student support services provide the necessary support to students with the intention of promoting student learning and achievement and is aligned with the mission of the college. (II.C.1)

The team found that WHCC regularly evaluates the quality of student support services to ensure they enhance and are aligned with the mission of the institution. All Student Support programs and services regularly evaluate through the outcomes assessment and program review. Program review is conducted on a three-year cycle for all non-instructional departments. The college however does not conduct analysis of disaggregated data based on location (online, NBC-Firebaugh, AS & PVF) Additionally the team did not find evidence of division-wide dialogue or evaluation of services particularly related to SSSP and Equity initiatives. (II.C.1) WHCC developed an integrated Basic Skills Student Equity (BASE) committee to integrate BSI, SSSP and Equity goals. The College does not engage in annual plan goals analysis with regards to effectiveness of programs and services or goal attainment.

The team found that WHCC began defining program outcomes in 2008 with 100% of programs with defined outcomes by 2012. Many student support programs conduct regular outcomes assessment; however, there remains some programs including counseling with gaps in assessment cycles. The team suggests that the College conduct regular and ongoing assessment in all student support programs and engages in dialogue leading to improvement goals and program improvements. When conducted, student support areas use the assessment results for program improvement as evidenced in the DSPS program reviews and assessment materials. (II.C.2)

The College provides equitable access to appropriate, comprehensive and reliable student services at the Coalinga campus, NDC-Firebaugh center and for students enrolled in distance education courses. The team confirmed that WHCC provides proactive case management through the Student Success Team program for students online and face-to-face based on identified major in CCCApply. The College uses data in Elucian and SARS to assess comprehensiveness and effectiveness of services. The team found that while WHCC provides services for most of its students, it does not meet the Standard or Eligibility Requirement 15 as it does not provide appropriate student support services that foster student learning and development within the context of the institutional mission for all students regardless of method or location. Students enrolled in courses at Avenal State Prison and Pleasant Valley Federal Prison currently do not have access to academic counseling or advising or DSPS services to support student success. (II.C.3)

The College was recognized by the Chancellor's Office for innovative approach to implementing REG365. REG 365 was implemented in 2012 based on data analysis that supported providing registration priorities for high school graduates who met certain criteria. (II.C.3)

The team confirmed that WHCC provides athletics opportunities for six sports including football, basketball, baseball, women's volleyball, women's softball and Coed Rodeo. Co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. The District fully funds athletics at WHCC for reasonably sized teams. If a coach prefers to develop a larger team, the College fundraises to offset the additional costs. The team found that WHCC supports student athletes to pursue both their academic and athletic goals, and as such enforces educational policy and standards of integrity. (II.C.4)

Additional co-curricular programming includes Associated Students and clubs at both Coalinga and NDC-Firebaugh locations. In addition, the College has two residence halls, one for females and one for males. Students residing in residence halls are primarily athletes and international students. The team found through student interviews that the residence halls are a draw for student athletes from throughout the country. WHCC also has an international student on the football team. The team found overlap with AS senators, PTK, RAs and athletes and that these students are very involved on campus. (II.C.4)

WHCC provides paraprofessional advising and counseling programs to support student development and success at both the Coalinga and NDC- Firebaugh locations. The team confirmed that services are available in face-to-face and online formats and are designed to orient students to ensure they understand requirements to achieve their education and career goals. As part of the Student Success and Support Program (SSSP) implementation, WHCC launched a "Got ed Plan" campaign to increase the number of students seeing counselors and completing student education plans. The College implemented Student Success Teams to provide case management proactive counseling and advising services for face-to-face and online students. The team confirmed through formal and informal student interviews that students feel supported by counselors who go above and beyond to support them in achieving their goals. Students receive timely, useful and accurate services relevant to their goals including graduation and transfer counseling and policy information. (II.C.5)

WHCC has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The team confirmed that the College defines and advises students on clear pathways to complete degrees, certificate and transfer goals. Students may find certificate, degree and transfer requirements in the WHCC catalog or receive the information in advising or counseling sessions. Several tools are used to support student success including Elucian for the student information system, Web Advisor, Academic Tracker and OnBase. The compliment of systems serves WHCC staff and faculty as well as students in timely and accurate information in support of student success. (II.C.6, ER 16)  
The Team found that District Institutional Research and Planning office supports WHCC in regularly evaluating admissions and placement instruments and practices to validate their effectiveness. The Team also found that the College regularly evaluates CCCApply used for

student admission. Additionally the College regularly validates ESL, English and Math placement assessments. The College is part of the MMAP project and is currently utilizing multiple measures to place students. WHCC sees the MMAP as an acceleration tool that will place students at higher levels than traditional placement assessment tools. (II.C.7)

WHCC maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The Team found the College utilizes a portal for electronic student records that is managed by the District Institutional Technology office. The portal is password protected and contains discipline, incident and grievance documentation. The College complies with FERPA, HIPPA and Title5. Additional program specific student files are maintained in secured file cabinets. The Team confirmed that WHCC publishes and follows established policies for release of student records. (II.C.8)

### **Conclusion**

The College meets the Standard except for II.C.3. While WHCC provides comprehensive student support services in face-to-face and online formats, the team found it does not provide equity of services for all students regardless of location. The College also assesses effectiveness of services through outcomes assessment and program review.

### **Recommendation for Improvement and Compliance**

See College Recommendation 11 (Compliance).

## **STANDARD III RESOURCES**

### **Standard IIIA: Human Resources**

#### **General Observations**

The College employs administrators, faculty and staff who are qualified by appropriate education, training and experience. Through its board policies, procedures, and programs the College attracts and retains qualified employees necessary to support its commitment to student success. Minimum qualifications for faculty positions are established by the Board of Governors and per board policy. Job announcements include these minimum qualifications as well as desired knowledge, skills, abilities and experience.

Human Resources is centralized at the District Office and there is no current infrastructure for a Human Resources presence at the college.

The District has an EEO plan and annual training is required of all staff.

#### **Findings and Evidence**

WHCC assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training and experience to provide and support these programs and services. The Human Resources department reviews all applications and forwards to the selection committee for interviews those candidates who meet the minimum qualifications for the position. The district advertises open positions in a variety of publications and websites. (III.A.1, III.A.3)

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. All candidates applying for faculty positions are required to conduct a teaching demonstration. Human Resources staff reviews transcripts to ensure that minimum qualifications are met, and resumes or curriculum vitae are required for all faculty positions. Selection Committee members develop questions regarding the development and implementation of course outcomes and curriculum development. The team looked at ten faculty job descriptions. Four of the ten did not include learning assessment in the job description. (III.A.2)

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Administrative Procedure 7250 – Employment of Educational Administrators states that minimum qualifications for educational administrative positions shall be possession of a master's degree. The HR Department determines whether applicants for administrator positions possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. (III.A.3)

The Human Resources Department works closely with the Office of Educational Services in reviewing transcripts to confirm that applicants have degrees from institutions accredited by recognized U.S. accrediting agencies. Applicants with degrees from non-U.S. institutions must



submit an evaluation of their transcripts, by a recognized institution, showing US degree equivalency. (III.A.4)

The collective bargaining agreement between WHCCD and West Hills College Faculty Association includes evaluation procedures. Tenured faculty are scheduled to be evaluated every three years and non-tenured are to be evaluated each year. Evidence showed that of the 39 faculty currently at the college, eight had evaluations that were more than a year overdue. Faculty evaluation forms are comprehensive and accurately measure the effectiveness of personnel in performing their duties. Adjunct faculty are not represented by the collective bargaining agreement, but are also evaluated. Administrators are evaluated each year.

Classified staff are evaluated three times during the first year of employment and once per year after per the agreement between WHCCD and CSEA. Poor performing staff are given a plan to improve performance. (III.A.5)

The faculty evaluation includes assessment of student learning outcomes. Evaluations of academic administrators directly responsible for student learning do not include, as a component of the evaluation, consideration of how the administrator uses the results of assessment of learning outcomes to improve teaching and learning. (III.A.6)

The College maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The district exceeds their full-time faculty obligation number by nine faculty. The institution has struggled to attract qualified adjunct faculty, so in January 2016 the district raised the hourly rate to \$69-71 in order to compensate for mileage as this appeared to be a reason adjunct staff were not interested in working at the college. This resulted in an influx of applications; however, most wanted to teach online classes. Program Review is used to support requests for classified staff. (III.A.7, III.A.9)

Adjunct faculty participates in an orientation each semester conducted by the Office of Educational Services. In addition, the Office of Educational Services distributes the faculty handbook to all adjunct faculty members at the beginning of each semester. Adjunct faculty are paid a daily stipend to attend orientation and also the professional development activities that occur prior to the beginning of each semester. Adjunct faculty are assisted with the development of course syllabi, assessment of student learning outcomes, and general college policies and procedures. (III.A.8)

Including academic administrators and classified staff, the college has a total of 19 individuals in management positions. The team verified that the HR office has a process in place to assess qualifications of applicants. (III.A.10)

Board policies, including personnel, are posted on the district's website. There is a Board Policy and Administrative Review schedule for 2016-17. At the time of the visit, 22 of the BP/Aps had been reviewed and 12 were in progress. The Director of HR sits down with new managers and goes over policies. All new staff have one-on-one orientation with HR staff. (III.A.11)

The institution has a board policy that describes its commitment to diversity. The district has an EEO plan and has established an Equity and Diversity committee to assist in the development and implementation of the EEO plan. The Director of Human Resources chairs this committee which includes classified staff, faculty and administrators from both colleges and the district office. The Director of Human Resources also provides EEO training online and face to face. The Human Resources Department regularly assesses its records in employment equity and diversity. (III.A.12)

The institution has a written code of professional ethics; however, it doesn't include consequences for violation. College personnel are required to complete ethics training each year. The Human Resources Department tracks who has completed training and follows up with the managers of those who have not. (III.A.13)

The district and college provide personnel with opportunities for professional development. After one complete year of service, full-time employees of the West Hills Community College District, including faculty, classified, classified management, confidential and administrative employees, are eligible to be considered for the Employee Scholars Program. The course of study must be related to the employee's current/future position. Tuition and books are reimbursed up to a limit set by board policy. The Nest (a faculty development/training lab) also provides opportunities for staff development. The Nest has a web services specialist, Title V Activity Director and Distance Education Design Specialist. There is also an education technology specialist who two days at Coalinga. They assist staff with technology needs and training. The Nest is open 8-5 Monday – Friday. They offer online and face-to-face training. In addition, two days each semester are dedicated to staff development. (III.A.14)

Personnel records are maintained in room that is locked when human resources staff are not present. Employees have access to their records per the collective bargaining agreement and board policy. (III.A.15)

### **Conclusion**

The College meets the Standard except III.A.5. The College employs individuals who are qualified by education, training, and experience to fill positions and the team noted efforts to encourage a diverse faculty and staff. Student Learning Outcomes are part of the faculty evaluation process, however, the team recommends, in order to increase effectiveness, that language pertaining to the assessment of learning outcomes be included in all faculty job announcements.

### **Recommendation for Improvement and Compliance**

**College Recommendation 12 (Compliance):** In order to meet Standards, the team recommends that all personnel are systematically evaluated at stated intervals in accordance with the collective bargaining agreements and board policies. (III.A.5)

**District Recommendation 1 (Improvement):** In order to increase effectiveness, the team recommends that the district update the evaluation instrument of academic administrators to formally and consistently include the use of results of learning outcomes assessment to improve teaching and learning. (III.A.6)

### **Standard IIIB: Physical Resources**

#### **General Observations**

West Hills Community College District traces its roots back to 1932 when the Coalinga Extension Center for Fresno State College was founded to offer classes through the local high school district. The partnership with Fresno State ended in the 1940s and Coalinga College came under the control the Coalinga Union High School District. In 1956, a new 40 acre campus opened at its current location. In 1961, the school separated from the high school district, and in 1969, became West Hills College.

Measure C was passed in 2008 which provided WHCC with \$11.6 million to fund new agriculture facilities at the Farm of the Future and modernize campus buildings. In 1971, the North District Center in Firebaugh was opened. Measure Q, an \$11.8 million measure, was passed in 2008 to provide funds for the North District Center. All education services are included in one 14,680 square foot building. There are classrooms, a science lab, library and faculty offices. In addition, portable buildings house a child development center.

West Hills College Coalinga provides a safe environment for students, staff and the community who visit the campus. Facility emergencies or immediate safety hazards are reported directly to the Maintenance and Operations office which is available 24 hours per day, seven days a week.

#### **Findings and Evidence**

WHCC provides for the safety of students and staff. The district contracts with the City of Coalinga for police services. The Director of Maintenance and Operations reports to the college president and has primary responsibility for the physical resources at the college. If routine maintenance or custodial services are needed, all staff can access the “My School Building” website on the college portal and submit a work request. Emergencies are handled with a phone call to the Maintenance and Operations staff or work order, depending on type of emergency. The Director of M &O is a member of the college’s Infrastructure Committee, a participatory governance committee that is responsible for developing, monitoring and reviewing plans related to accessibility, campus safety, emergency response and new construction. Select members of the Infrastructure committee also attend the district’s Risk Management Committee to share information, identify needs, and request funds. This committee reviews incident reports and schedules inspections for safety issues. (III.B.1)

Annually, a campus assessment is conducted with the district architect, faculty, and students to determine potential barriers to access and safety issues. (III.B.1)

Since there is no Facilities Master Plan, the college uses Initial Project Proposals (IPP) and Final Project Proposals[ (FPP) submitted to the California Community College’s State Chancellor’s

Office for the purpose of facilities planning. The college has hired an architectural firm to assist in development of an educational master plan and a facilities master plan. (III.B.2 and III.B.3) The effectiveness of facilities and equipment are evaluated on a regular basis by the Facilities Committee. The ITS department provides a list of equipment for replacement each year. Computers are replaced every four years, and infrastructure is replaced every six years. (III.B.2, III.B.3)

Scheduling analysis is completed each year to assess space utilization and long-range forecasting is done anticipating organizational growth. Long-range forecasting is completed on a rolling five-year cycle and incorporates new programs under consideration and expansion of existing programs. Room efficiencies are examined annually to identify underutilized and consistent use of space. (III.B.3)

Total cost of ownership for new and existing facilities is done routinely. The Infrastructure Committee works with AP Architects to project TCO for projects. Included in TCO is enrollment, staffing, initial construction, ongoing maintenance, replacement building and routine system replacement/refurbishment costs. The college is identifying ways to improve operational efficiencies and reduce the total cost of ownership for existing facilities. WHCC District has contracted with Cenergestic, an energy efficiency consultant. Energy usage is evaluated using software. Recommendations made by the company were put in place and, as a result, the college has experienced cost savings. The district has saved approximately \$180,000 per year for the past two years. (III.B.4)

### **Conclusion**

The College meets the Standard. The district has hired an architectural firm to work with the college to develop an Educational Master Plan and Facilities Master Plan. The physical resources are safe at all sites and the team observed that the Coalinga site and the Firebaugh site were very clean and well cared for.

### **Recommendation for Improvement and Compliance**

None.

### **Standard III C: Technology Resources**

#### **General Observations**

West Hills College Coalinga, in conjunction with West Hills College Community District office, provides adequate technology services, professional support, facilities, hardware, and software appropriate to support the institution. The institution has established a plan for updates as well as a standardized schedule to replace technology ensuring quality technological infrastructure adequate to support its mission, operations, programs and services. West Hills Community College District office and resources found on the West Hills College Coalinga ensure technology resources at all locations are maintained helping assure reliable access for students, staff and faculty.

Through Connected Learning and The Nest West Hills College Coalinga (WHCC) provides ongoing instructional support and trainings in a variety of topics and subject matter for faculty, staff, students, and administrators. Training topics include use of technology in the instructional classroom, technology systems in support of instructional and non-instructional programs, services, and institutional operations. WHCC established policies and procedures guiding faculty, staff, administrators in the appropriate use of technology at the institution and its sites.

### **Findings and Evidence**

The West Hills Community College District office provides the bulk of technology services to West Hills College Coalinga (WHCC). Information technology support staff are not physically located on the WHCC campus but are housed entirely at the district office. Most front line technology support for faculty and staff is provided by The Nest (faculty development office) and the library. Issues requiring more complex troubleshooting are escalated by calling the District Office help desk; which provides either remote access support or dispatches a technician to WHCC to physically work on the problem. Limited student information technology support is provided by the library or calling the District Office help desk.

Interviews the team conducted with faculty, staff and students indicated technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. (III.C.1)

The Informational Technology Services (ITS) Department maintains a comprehensive six-year technology equipment replacement plan. Separately, all desktop computers and laptops are on a four-year mandatory replacement cycle to ensure the performance or reliability of technology resources is not a hindrance to students or staff. Network equipment and servers are on a varied replacement life cycle appropriate for the type of equipment. To address software needs, the college has taken a more strategic approach to the purchase of licenses. Colleges no longer buy software on a piecemeal basis; the District acquires district-wide licenses. (III.C.2)

WHCC continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. Hardware and network access is restricted to individuals with proper login credentials. These are automatically generated for students shortly after they enroll in the college, through an automated process. Passwords expire at six month intervals for faculty and staff. Student passwords do not expire. The team encourages WHCC to expire student passwords at some interval.

Data safety is provided by District hardware and software backup and disaster recovery through the use of backup hardware and software resources. The District's virtual machine (VM) servers are backed up using VEEAM Backup and Replication Suite 9.0 targeting EMC's Data Domain (DD) 2500 as the storage repository. Servers are incrementally backed up each day to a DD appliance located on the Coalinga campus. Synthetic full backups are also created once weekly to maintain backup integrity and reliability and also to speed recovery times in the event of a

disaster. These backups are retained for a 30-day period. The backup process has been incrementally tested and verified.

WHCC assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to ensure reliable access, safety, and security. (III.C.3)

The team found WHCC assesses the need for instructional and technology training for students and personnel through yearly surveys delivered to faculty and staff as well as through departmental requests. The decision regarding which training to offer comes in part from the faculty evaluations students complete in an online course. Through Connected Learning and The Nest, WHCC offers trainings supporting a wide breadth of subject matter in support of online, face-to-face and hybrid instruction. The District DE Strategic Plan makes no distinction between delivery modalities stating it is not necessary in pursuit of its mission or purpose to address these modalities separately. Connected Learning housed at the West Hills Community College District in conjunction with The Nest found on the WHCC campus collaborate to offer an ongoing systematic trainings on instructional strategies, instructional enhancements incorporating the use of technology in the classroom, and topics such as Open Educational Resources to rethink pedagogy. Subjects are included within the ongoing training schedule. Acknowledging the immense geographic distance the college and its center cover, the college trainings offered by The Nest and connected learning are intentionally created to accommodate the needs of full time faculty and adjunct faculty who might travel by offering training online, face to face at a variety of times, and self-paced modalities. In addition to trainings scheduled and offered by Connected Learning and The Nest, faculty have the ability to informally stop by and obtain training from the Title V activity director/distance education specialist, an educational technology specialist splitting time between the Coalinga and Lemoore campus, and a web services specialist are supporting LTI integration and more in depth IT type support. ITS also provides guides for staff and faculty in the MyWestHillsportal covering a wide range of topics. By garnering end-user feedback, WHCC regularly evaluates the training and technical support by providing student satisfaction surveys and faculty evaluations of professional development workshops. Students are provided with questions related to the effectiveness of online instruction and course design which in part inform the trainings offered by the center. (III.C.4)

The institution has established processes to make decisions about the appropriate use and distribution of its technology resources. Anyone logging into a school computer is prompted to accept the Computer and Network use agreement. All new hires sign a computer and network use agreement. Also present is a standards of student conduct. The District purchased Tier 1 support providing 24/7 Canvas phone support as well as a district staffed IT desk 5 days per week. There is a districtwide DE Strategic plan in place which was vetted and approved by multiple constituency groups at both the campus and district level. The plan was drafted by the associated Vice Chancellor of Connected Learning, in collaboration with District Connected Learning staff, Title V WHCC staff, and the Vice Chancellor of Educational Services and Workforce development. The team encourages the college to develop Distance Education goals specifically directed to the college. (III.C.5)

## **Conclusions**

The College meets the Standard.

## **Recommendation for Improvement and Compliance**

None.

## **Standard III D: Financial Resources**

### **General Observations**

West Hills Community College has sufficient resources to support and sustain programs and services. The college's financial situation appears to be stable with the district projecting a fund balance at June 30, 2017 at 10.27% of budgeted expenditures. As of June 30, 2016, the fund balance for the district was approximately \$8.5 million up from \$4 million the previous year or about 24% in reserves. With retirement costs continuing to increase each year, the increase in reserve is prudent. Resources are allocated to the colleges based on prior year expenditures, FTES and COLA.

### **Findings and Evidence**

Interviews with the District Chief Business Officer, the members of the BRC, CBC, and the College Executive Team revealed that while there are defined policies and processes in place for developing and submitting the budgets, procurement process, and audit controls, the District and College lack a feedback system to inform budget managers of assigned budgets. The BRC and CPC do not assess the prior year budget cycle in order to continuously improve its processes. (III.D.1)

The mission has provided direction for developing the college's strategic plan, the draft EMP, SSSP plan, SEP plan and the Basic Skills projects. An integrated planning process guides the resource allocation process. The District has developed a process for budget allocation and monitoring the expenditures. As described in Standard III.D.1, Processes exist for budget allocation and expenditure control. In its Quality Focus Essay, the College has identified the need for developing processes that inform the faculty and staff about identifying resources, requesting for funds, and securing the appropriate equipment and supplies to ensure students' success. (III.D.2)

The College follows the budget planning process as described in the BP6225. The program review initiates the planning process. The BRC, CPC, PEC review and prioritize the program reviews and budget requests. BRC and PCP members represent college shared governance constituencies including faculty, classified and administrative staff, and students. The College has identified communication and training projects within its Quality Focus Essay to improve communication with the constituency groups and training for seeking and accessing resources for program improvement. (III.D.3)

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The District

Business Services Office provides the college with information regarding available funds and financial commitments. In addition to the budget allocation, the college participates in grants and partnerships in order to maximize service to students. Before applying for grants or entering into partnerships, the institution looks at matching requirements, staffing and facility needs and other commitments, so that they only apply for those grants that make fiscal sense. College administrators, grant program directors, and the District Business Services Office staff are responsible for monitoring budgets. The College does not have financial staff. The College president is ultimately responsible for monitoring the college budget. The District and College use the Ellucian Colleague system. College administrators and budget managers have budget inquiry, look up, and report ability to assist in monitoring budgets. All constituency groups are involved in prioritizing budget requests through the Budget Committee and College Planning Council; however, after funding decisions are made, the information does not flow back through those committees. (III.D.4) The College has addressed this issue as part of its Quality Focus Essay projects.

The district has internal control mechanisms in place. The district Business Office verifies receipt of good and services and reconciles invoices with purchase orders. There is a separation of duties between the Financial Aid Office and the Business Office. The Financial Aid Office awards and packages funds and the Business Office disburses. (III.D.5)

Financial documents have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. Each college receives a base allocation based on prior year expenditures, FTES targets and COLA. (Admin Procedure 6225). (III.D.6)

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. The district has only had one audit finding in the last six years. The correction was made in the next fiscal year. Annual audit reports are distributed to the Board of Trustees and posted on the District website. (III.D.7)

The district's financial and internal controls are evaluated annually by the external auditors and the results are included in the annual audit report. (III.D.8)

Reserves are sufficient to maintain stability. At June 30, 2016, the district had a reserve of approximately \$8.5 million. This represents an increase of more than 4 million from the previous year. The WHCCD Board of Trustees mandates a five percent minimum general fund reserve to meet economic uncertainties. The reserve at June 30, 2016 was 24% of the budget for expenditures. Over the past six years, the reserve for WHCCD has ranged from 9% of the unrestricted general fund expenditures to 24%. (III.D.9)

The institution practices effective oversight of finances. Controls are in place that require sufficient funds to be established prior to fund commitments being processed. Ellucian has a control mechanism built in that prevents overdraft of expense accounts. In addition, the Associate Vice Chancellor of Business Services reviews and approves all budget transfers as well as expenditures. (III.D.10, III.D.11)



Financial aid accounts are reconciled periodically and separation of duties is practiced. Financial aid staff at the college award and package student aid and staff at the District Business Office draw down funds and disburse them to students. All grants and externally funded programs have a grant accounting specialist assigned to assist program staff with fiscal issues. (III.D.10)

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared in compliance with GASB 43 and 45. West Hills CCD has established a GASB 43 trust for future OPEB benefits. The actuarial value of plan assets at October 31, 2016 was \$7,311,763. This leaves a residual unfunded actuarial accrued liability (UAAL) of \$7,044,098. Contributions are made to the trust each year. Per board policy 7340, vacation leave for members of the classified service, administrators, classified management, and confidential group shall not accumulate beyond 44 days of paid leave or 352 hours of paid leave. (III.A.12)

The district does not have any locally incurred debt. (III.D.13)

Bond and grant funds are used with integrity in a manner consistent with the intended purpose of the funding source. The team reviewed the last four bond audits and noted that there were no findings. The district employs several grant accountants who review grant transactions for compliance with regulations. (III.D.14)

The institution monitors and manages student loan default rates. The 2013 three-year official default rate for student loans was 23.4%. To address the high default rate, first-time student loan applicants must attend a workshop to complete loan entrance and master promissory note counseling. The college uses USA Funds Borrower Connect to monitor borrowers who have gone into student loan repayment to ensure they remain current. Borrowers who are more than 61 days delinquent receive notices with instructions on how to contact their loan servicer. If a borrower is more than 121 days delinquent, they receive a phone call regarding options available to them. (III.D.15)

Contractual agreements are consistent with the mission and goals of the institution. The district can change or terminate contracts that don't meet standards of quality. (III.D.16)

### **Conclusion**

The College meets the Standard. Financial resources are sufficient to support and sustain student learning programs and services. Funding is distributed to the colleges through a resource allocation model. College committees participate in budget development by ranking funding proposals and forwarding recommendations to the president. Financial information, including budgets and audits, are posted on the district website. Cash flow is sufficient and the reserve is above the board designated five percent.

### **Recommendation for Improvement and Compliance**

**College Recommendation 13 (Improvement):** In order to increase institutional effectiveness, the team recommends that the College develop a communication plan to complete the feedback loop to the college faculty, staff, and administrators regarding funding requests. The team also recommends that the College develop an assessment process to evaluate budget cycle for Sustained Continuous Quality Improvement. (III.D.1, III.D.2)

## **STANDARD IV LEADERSHIP AND GOVERNANCE**

### **Standard IV.A: Decision-Making Roles and Processes**

#### **General Observations**

West Hills College Coalinga (WHCC) restructured its governance process by initiating new councils to provide greater participation in the governance process to faculty, staff, and students in response to Recommendation 2 from their last comprehensive review. The College Planning Council is the primary participatory governance body of the college, and it relies on input from six other college committees to make recommendations and determine appropriate actions. In order to increase effectiveness, the new processes were to be evaluated and that attendance be more transparent by recording attendees and absentees to ensure full participation of faculty, staff, and students as appropriate. However, these new governance processes have not been evaluated as planned. Additionally, in the Institutional Self-Evaluation Report (ISER), WHCC indicates that they have experienced multiple leadership changes, resulting in some inconsistencies in procedures, which is contributing to faculty not feeling they have a substantial voice in budget considerations. The College is still functioning under a draft 2013-2018 *Educational Master Plan*. The College recognizes the need to improve in this area, and included this in their Quality Focus Essay. Action Project #1 described in their Quality Focus Essay (QFE) is designed specifically to address lingering deficiencies in this area and bring them into compliance.

#### **Findings and Evidence**

WHCC has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement. Formal processes are outlined in the *Participatory Governance and Integrated Planning Manual 2014* (PGIPM) where elements were added and processes were refined in response to Recommendation 2 of their last comprehensive review in 2011. Informal processes such as Presidential Open Forums and Student Forums allow for additional dialogue, input, and feedback into the planning processes. Leadership Retreats are also held three times per year at the District level and include administration, faculty, and staff representation. Institutional leaders support faculty and staff innovations that lead to institutional change, such as the development of an accelerated English pathway that started in fall 2016. As stated in the ISER and verified by the team, Educational Services and Student Services collaborated to plan and implement scheduling for this pathway. (IV.A.1)

College policies and procedures describe the roles for each group in the decision-making process as outlined in Board Policy (BP) 2510 and Administrative Procedure (AP) 2510 as well as in the PGIPM. The team found that the College Planning Council (CPC) and other planning-related groups are meeting regularly. However, the College noted that faculty could benefit from professional development on understanding the integrated planning and governance process. In meetings with faculty and administrators at the College, the team found that a disconnect existed between the policies for resource allocation and integrated planning and the practices in place for them. The District has made a commitment to faculty leadership and participation in college

governance by awarding reassigned time to key faculty leadership positions. Student participation is encouraged with student voting membership seats on the District Leadership Council (DLC) and the CPC. Student representation on other district committees or task forces is made after consultation with the Associated Students. In interviews with students, the team found that students feel that there are sufficient provisions for student participation. However, consideration of student views in matters which students have a direct and reasonable interest needs improvement. An example provided by the students was in relation to a food services area survey that, in their opinion, when discussed at CPC did not include widespread feedback. Furthermore, those most impacted students who live in the on-campus residences, felt they were not specifically targeted for input. The team encourages the College to find meaningful ways to garner student input in matters with which they have a direct and reasonable interest. Board Policy and Administrative Procedure 3250 provide the overall structure for district and college strategic planning. The administrative procedure details the constituents to be included in these planning efforts, and includes administrators, faculty, staff, students, and district personnel. At the college level, the PGIPM guides the integrated planning process on campus. The president is responsible to ensure an Educational Master Plan (EMP) is developed by the College's governance committee. The process for creating an EMP at WHCC began in 2013 after a consultant was brought on board. A draft EMP was developed, but was never formally approved through the governance process at the College or by the Board. The District has contracted with a new firm to assist the district and colleges in finalizing an EMP. This effort is slated for completion in July, 2017. (IV.A.2, IV.A.3)

Institutional policies and procedures describe official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters. Faculty responsibilities are outlined in BP7217 and AP 7217. Board Policy and Administrative Procedure 4020 outlines the role of faculty in program, curriculum, and course development. The roles and responsibilities of faculty and academic administrators in curricular matters are explained in the Curriculum Handbook and indicated in the Curriculum Routing Diagram. (IV.A.4)

Board policies and administrative procedures, including BP3250, AP 3250, BP7217, AP 7217, BP 4020, and AP 4020, specify appropriate roles for all staff and students. These policies specify the academic roles of faculty in areas of student educational programs and services planning. Staff and students are well informed of their respective roles. The Academic Senate has purview over academic and professional matters including curriculum development. The various groups collaborate on behalf of institutional improvements. One example is the development of Basic Skills and Equity (BASE), which brought faculty and student services together where the "Habits of Mind" and Falcon FLIGHT campaign were developed and integrated into the college's operations. The college has developed structures of communication that demonstrate that it values diverse perspectives. The PGIPM documents that faculty, administration, classified staff, and students are involved in the creation of all institutional plans; however, in the narrative of their ISER, the College indicates that they don't always follow it in making decisions. (IV.A.5)

The College has processes to document and communicate decisions across the institution. Ideas are communicated through regularly scheduled meetings, brown-bag lunch gatherings, minutes

posted on respective portal team sites, and through email updates from the President's office. WHCC noted that the college portal website has proved cumbersome for staff to access key information from search criteria. Faculty flex and professional development day discussions brought forth the need for a deeper understanding of the college integrated planning and governance structures. In meetings with college personnel, the team noted that this is an ongoing area of improvement as many of those interviewed were unable to describe the resource allocation process once recommendations were made to the president and forwarded to the District. (IV.A.6)

With the only review and assessment of governance and integrated planning structures having been a survey of committee members done in spring and summer 2015 assessing their satisfaction with institutional committee effectiveness, communication, and transparency, the College has not thoroughly, nor regularly, evaluated the extent to which their integrated planning process and shared governance process are functioning effectively. As a result of a prior recommendation in 2011, the survey was the first step in the College's attempt to evaluate the effective of its planning and governance structures. The College recognizes the need for its shared governance structure to be assessed and evaluated to gauge its effectiveness and identified the strategy in their QFE Action Plan #1, with the CPC guiding these efforts in collaboration with the Institutional Effectiveness and Accreditation Council. (IV.A.7)

### **Conclusion**

The College meets the Standard except for IV.A.7. West Hills College Coalinga did not follow through addressing Recommendation 2 of their last comprehensive evaluation. While the College did make committee meeting attendance more transparent by recording attendees and absentees, it has not evaluated the Participatory Governance and Integrated Planning Manual, governance structure, or planning effectiveness. Additionally, the College has been operating under a draft Educational Master Plan since 2013.

### **Recommendation for Improvement and Compliance**

**College Recommendation 14 (Compliance):** In order to meet the Standard, the team recommends that the College, as it notes in its QFE, evaluate the governance and decision making procedures and processes, including the *Participatory Governance and Integrated Planning Manual 2014*, to assure their effectiveness. (IV.A.7)

## **Standard IV.B: Chief Executive Officer**

### **General Observations**

The current president began her tenure in February, 2017. The previous permanent college president served as its CEO for three and half years until June, 2016, and led the draft of the Institutional Self-Evaluation Report (ISER). The District Vice Chancellor of Educational and Workforce Development, who is familiar with the College, was appointed as the Interim President in July, 2016 and led the completion and submission efforts of the institutional ISER.

Board Policy (BP) 2433 and the related Administrative Procedure (AP) 2433 identify lines of authority and responsibility from the board of trustees to the presidents. The president delegates authority to two vice presidents and the respective administrators who are responsible for providing education, training, and services to students. The president communicates with the faculty, staff, and students by holding forums and via the college web site and promotes the use of data in the decision-making process. The president provides leadership and support for incorporating accreditation standards and best practices in order to ensure student success and compliance with the applicable regulations as evidenced by the assignment of the College's Vice President of Student Services as Accreditation Liaison Officer and providing release time for a faculty member to co-chair the Institutional Effectiveness and Accreditation Council (IEAC). Additionally, the president represents the college in the internal and external communities and is responsible for developing, maintaining and improving positive relationship with educational, governmental, civic, and commercial entities in the College's service areas.

The District and the College adhere to the Education Code requirements for developing a budget calendar and submitting budgets that are approved by the Board of Trustees to the respective local and state governing agencies. The College receives annual budget allocation from the WHCCD based on its relative enrollment. The president, who chairs the College Planning Committee (CPC) and Budget Resource Committee (BRC), guides the allocation of the resources based on program reviews submitted by respective administrators. The president has the authority and the responsibility to develop and maintain the College's budget and to monitor expenditures ensuring compliance with procurement regulations and procedures. The president serves on the chancellor's executive team and participates in resource allocation across the entire system.

### **Findings and Evidence**

The team confirmed that the president regularly communicated with the members of the college and its service community. The President chairs several key committees and councils such as the President's Executive Cabinet, Citizens Oversight Committee, CPC, and the North District Center Facilities Planning Committee. The president communicated the institutional values, goals, and set standards to the faculty, staff, and the community members who serve in capacities that support the institution's educational and training objectives. It is evident that the institution values evidence and the president communicated the importance of data-informed decision-making. Evidence further indicates processes are in place for linking institutional research to planning and resource allocation particularly as related to student learning. (IV.B.1)

The College's organizational chart delineates lines of responsibility and authority among vice presidents, associate deans, and managers. Directors lead the activities of operational areas of the student services and instructional units. The Director of Maintenance and Operations, who directly reports to the president, plans, organizes and provides services to the college departments. The president accordingly oversees the activities of the College's athletic department to ensure compliance with the regulations of the California Community College Athletic Association (CCCAA). Board Policies 2430 and 2433 provide for delegation of authority from the Board of Trustees to the chancellor to the college presidents. (IV.B.2)

The team verified that the president is involved in the participatory governance process and takes an active role in setting goals for institutional performance, planning, resource allocation, and use of data in decision-making. However, the College indicates in its analysis provided in the ISER "frustration" and disconnect in acceptable communication between the members of the CPC and the President's Executive Council where "agendas and initiatives overlapped and meshed together." The Interim President provided some relief by sharpening the lines between those committees and bodies, which has created a greater sense of accomplishment and connection within the governance structures. The team encourages the new president to continue refining communication by developing a transparent and collaborative relationship between the CPC and members of the Executive Team. (IV.B.3)

The College did not provide much evidence for this standard except for the search advertisement for a new president. Nonetheless, the standard explains the breadth of experience among the College's faculty and administrators who have served on accreditation visiting teams. The interim president led the efforts of the accreditation team to complete and present the institution's ISER in a timely manner. The team encourages the new president to develop processes for succession planning. (IV.B.4)

The ISER does not provide much information in this section. However, Standard III.D provides details regarding the budget development process that is germane to this standard. For efficiency of operations, the budget development in the West Hills Community College District (WHCCD) is centrally controlled. The College's mission and draft Educational Master Plan guide the expenditure of resources. Board policies and administrative procedures as well as the related Title 5 of the California Code of Regulations govern the appropriate allocation and expenditure of the assigned budgets. The president monitors expenditures to ensure compliance with procurement regulations and procedures. (IV.B.5)

The president developed productive relationships with local public schools in delivering dual enrollment to an increasing number of students. The College serves as a hub for outside organizations to gather for conferences, conventions, training, fundraisers, and other community events. The president provides regular updates to the college and the community through newsletter and forums. (IV.B.6)

## **Conclusion**

The College meets the Standard.

## **Recommendation for Improvement and Compliance**

None.

### **Standard IV.C: Governing Board**

#### **General Observations**

The Board of Trustees (Board) of the West Hills Community College District (WHCCD) has developed policies consistent with its mission and acts in a manner consistent with these policies. The Board consists of seven members elected by voters of the school district within the WHCCD. Through its policies, the Board has authority to assure academic quality, integrity, and effectiveness of the student learning programs and services. The Board receives and reviews financial information to ensure the fiscal stability of the institution. The Board has policy in place for selection and evaluation of the chancellor and college presidents. Furthermore, the Board has adopted policy delineating the authority of the chancellor and college presidents.

#### **Findings and Evidence**

The team confirmed that Board of Trustees of the WHCCD is comprised of seven members elected by the voters in pre-determined areas. Members are elected to four-year terms on a staggered cycle. Elections are held every two years in odd numbered years. As a result of changes in state election rules, Board elections will start taking place in even numbered years. Those whose terms were set to expire this year, will be extended for an additional year so elections can begin on the new cycle in 2018. The Board also has one student trustee elected by the students for a one-year term. The Board has established policies regarding academic quality, integrity, effectiveness of learning programs and services, and financial stability of the institution. (IV.C.1, ER 7)

The team verified that the Board acts as a collective entity. Board Policies 2510 and 2715 reflect the Board's commitment to act as a unified body. Examples provided by the colleges show that Board members hold differing views and present these during open session, but once a vote has been taken they act collectively to support the decision. (IV.C.2)

The Board has completed the process of selecting a new chancellor, who will start July 1, 2017. The team confirmed that the process used for the chancellor selection follows Board Policy and Administrative Procedure 2431. The full Board conducted the final interviews of candidates for the chancellor position. The chancellor is the only position selected by the Board. Board Policy 210 *Evaluation of the Chancellor* is one of the older policies in the queue for review and revision to the new four-digit numbering system. This policy does not specify a time period for how often the chancellor is evaluated. It simply states that "[t]he Board believes it is essential that it evaluate the Chancellor's performance periodically..." Evidence provided to the team shows that the chancellor was evaluated in 2015 and 2016.

Board Policy and Administrative Procedure 7250 describes the employment of educational administrators including the college president. There is no separate policy or procedure that is unique for selecting the college president. A new president of West Hills College Coalinga was



hired and began in February 2017 using the process outlined in the administrative procedure. As is the case with president selection, there is no separate policy or procedure for evaluating the president. Board Policy 214 *Confidential and Management Evaluation* applies to all confidential and management employees including the president. Board Policy 214 was last updated in 1994 and does not include using the results of the assessment of learning outcomes to improve teaching and learning. Confidential and management employees are to be evaluated annually. The team confirmed through review of personnel evaluation tracking sheets that the WHC Lemoore president was evaluated on the expected schedule. The current WHC Coalinga president will be evaluated in June, 2017. (IV.C.3)

Board Policy 2010 *Board Membership* and BP 2015 *Student Member* define the composition of the Board including a student member. BP 2100 *Board Elections* define the areas from which board members are elected. Additionally, BP 2115 and AP 2115 address vacancies on the Board. Board Policy 2200 *Board Duties and Responsibilities* and BP 2430 *Delegation of Authority to the Chancellor* state board organization, duties and authority. Additional Board Policies and Administrative Procedures address conflicts of interest for the Board: BP/AP 2710 *Conflict of Interest*, AP 2712 *Conflict of Interest Code*, and BP 2715 *Code of Ethics/Standards of Practice*. The team confirmed the Board acts to protect the District from undue influence. Furthermore, the Board holds regular meetings at the District Office, at each college, and at off-district locations giving the public opportunities to express their opinions during public comments. (IV.C.4, ER 7)

The Board has codified Board Policies that are publicly available on the District website. Several policies acknowledge the Board's responsibility and role in ensuring the quality and integrity of the student learning programs as well as financial integrity and stability. For example, BP 6200 addresses the requirement for the district to maintain 5% general reserve. Other policies address the educational quality of the institution: BP 101 *Philosophy of Education*, BP 102 *Educational Goals*, BP 117 *General Education*, BP 119 *Occupational Preparation*, BP 120 *Counseling Services*, BP 121 *College Library Services*, BP 4020 *Program, Curriculum, and Course Development*, and BP 4021 *Program Viability*. (IV.C.5)

The team confirmed that Board bylaws and policies are published and publically available on the district website. The Board bylaws are found in Article II. The relevant Board policies specifying the board size, duties, responsibilities, structure, and operating procedures are: BP 2010, BP 2015, BP 2100, BP 2110, BP 2200, BP 2210, BP 2220, BP 2305, BP 2315, and BP 2320. (IV.C.6)

The Board acts in a manner consistent with its bylaws and policies. Board Policy 2410 gives the Board authority to adopt policies authorized by law or determined to be necessary for efficient operation of the District. This policy authorizes the chancellor to issue Administrative Procedures to be used in implementing Board Policy. Administrative Policy (AP) 2410 indicates that "any employee, student, or member of the public may initiate a review or development of any policy or procedure" and the process for this including input for participatory governance bodies at the colleges. The chancellor is charged with making recommendations to the Board concerning revisions to existing policies or the development of new policies. The team was provided a schedule of policy and procedures for review during 2016-2017. However, in

meetings with the chancellor and board members, the team confirmed that there is no systematic plan for review of policies. There is evidence that revisions to and adoptions of Board Policies were forwarded to the Board for approval; there is no evidence that “regular” reviews were communicated to the Board when no revisions were made. Review of the District web site indicates that many Board Policies and administrative procedures are dated as far back as 1980 or have no approval dates. In its 2011 letter to the College, the Commission recommended that the College and District update and post its board policies and the related administrative procedures to its website. In its 2014 Midterm Report, the College indicated that it planned to update its board policies and administrative procedures. The team confirmed that as described in BP 2410 *Policy and Administrative Procedures*, board policies are assessed through the evaluation of the *District Function Map*. (IV.C.7)

As evidenced in minutes, the Board reviews and accepts reports on key performance indicators (KPI) from the West Hills College Coalinga (WHHC) annually. The KPI include completion rates, success rates, persistent rates, number of degrees and certificates awarded, transfer rates, time to completion, and college going rates for high school students. The Board reviews the College’s planning documents, such as the Educational and Strategic Master Plans. The Board also participates in an annual review of the Student Success Scorecard data for WHHC. (IV.C.8)

Board Policy and Administrative Procedure 2740 stipulate the Board Education activities. Among these activities are Board study sessions and retreats, new member orientation, and Board of Trustees handbook. In June and December 2015, new West Hills Community College District trustees were elected. Subsequent to their election, new members attended the California Community College Trustees training. The remaining five members of the Board have served for over 20 consecutive years. (IV.C.9)

The Board is committed to assessing its performance. In keeping with BP 2745 and AP 2745, the Board most recently reviewed its self-evaluation at the January 28, 2017 Board Retreat. As part of this process, the Board sets annual goals for the coming year. In reviewing the Board’s website, it is clear the Board follows their policy on an ongoing basis. Furthermore, the responses to questions such as “As a Trustee, I am most please about:” and “As a Trustee, I am most concerned about:” are at an appropriate level. (IV.C.10)

There are two Board Policies and three Administrative Procedures regarding ethics and conflict of interest. Board Policy and Administrative Procedure 2710 *Conflict of Interest* defines board members obligations and limitations regarding financial interest in any district contract. As specified in AP 2712 *Conflict of Interest Code* board members file statements of economic interests annually. The annual declaration of economic interest demonstrates that there is no violation of the code of ethics and conflict of interest policy. Board Policy 2715 *Code of Ethics/Standards of Practice* stipulates the board’s responsibilities to establish and support the mission and policies of the District; act only in the best interest of the entire community; advocate, defend, and represent the District and colleges through unbiased decision-making, prevent conflict of interest and perception of conflict of interest; and, adhere to laws and regulations. Administrative Procedure 2715 provides the consequences for violating the code of ethics. (IV.C.11, ER 7)

As specified in BP 2430, the Board delegates authority to the chancellor for administering Board policies and executing Board decisions requiring administrative action. The chancellor interprets board policy and establishes administrative procedures as needed. Another example of the Board's delegation of authority is evident in the *Function Map*. The *Function Map* clarifies responsibility for District-level processes and functions, which is reviewed by the Board and chancellor. (IV.C.12)

Board Policy 3200 *Accreditation* delegates authority to the chancellor to ensure the District complies with accreditation standards and to keep the Board informed about the status of the colleges accreditations. Administrative Procedure 3200 provides guidelines for writing the Institutional Self-Evaluation Report (ISER) as well as the role of the Accreditation Liaison Officer. Board members received reports on accreditation. Furthermore, the college presidents also provide updates on the progress of accreditation. Minutes show that the Board approved the ISER for West Hills College Coalinga. (IV.C.13)

### **Conclusions**

The District meets the Standard.

### **Recommendations for Improvement and Compliance**

See District Recommendation 2

## **Standard IV.D: Multi-College Districts or Systems**

### **General Observations**

The West Hills Community College District (WHCCD) is a multi-college district serving the needs of the west San Joaquin Valley. The District is comprised of two colleges, West Hills College Coalinga and West Hills College Leemore, and the North District Center in Firebaugh. For academic year 2015-2016, the District served over 9,000 students at its three locations. The District's chief executive officer is a chancellor, who is selected by and reports directly to its locally elected seven-member board of trustees. The chancellor selects and evaluates the two college presidents who are responsible for the effective operation of their respective colleges.

### **Findings and Evidence**

The chancellor communicates expectations for educational excellence and integrity through participation in various faculty, staff, and student events. Clearly defined roles, responsibility, and authority have been established between the college and the District as defined in the board policy and the *WHCCD Function Map*. The chancellor assures support for effective college operations meeting the presidents on a regular basis individually. The chancellor holds monthly Executive Cabinet meetings, which include the presidents, vice chancellors, and deputy chancellor. Under the direction of the chancellor, the District Marketing Department publishes the *WHC Magazine* providing information about the District and colleges. (IV.D.1)

The District chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges through the *WHCCD Function Map*. The chancellor consistently adheres to this delineation in practice. The District provides centralized support for human resources, business services, institutional research, and information technology. Human resources, business services, and information technology are supported at a level for the College to meet its mission. In meetings with College personnel, more institutional research capacity is needed for the College to achieve its mission. (IV.D.2)

The District has a well-written policy related to budget preparation that outlines the expectations of the Board and is being followed. As stated in BP 6200 and AP 6200 on budget preparation, the budget must be developed annually. Administrative Procedure 6225 outlines the resource allocation model and philosophy. The District maintains a minimum of five percent in reserves, and recently achieved reserves as high as 24 percent, which minimized the impact of cuts to college operations during the recent revenue downturns in the state. The District hires an external auditor to conduct financial audits annually. In the last five year, these audits have been unmodified. The independent bond audits for the last four years have also been unmodified. (IV.D.3)

In keeping with BP 2433 and AP 2433, the chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated board policies without interference. College presidents have authority that includes the selection and oversight of the management team, accountability for budget development and fiscal status, and short- and long-term planning. The president provides leadership in college-level discussions, creates a climate that encourages open dialogue and communication, ensures that the college meets and maintains accreditation standards, provides quality programs and support services, and manages resources to provide for long term operation of the college. The chancellor holds the college presidents accountable through annual evaluation for his/her performance and the operation of the college. (IV.D.4)

The requirement for district planning and evaluation are codified in BP 3250 and AP 3250 outlines those groups who must participate in the district strategic planning process. Colleges have representatives on the District Leadership Council, who report back to the college through their respective participatory governance structures. (IV.D.5)

There is regular communication between the District and the colleges through councils, committees, and task groups. The chancellor, vice chancellors, and college presidents meet monthly at the Chancellor's Executive Cabinet. The President's Intercommunication Team, which includes college staff and faculty leaders, meets quarterly with District administration. The District Education Coordination Council (DECC) serves as the district wide curriculum advisory group and includes district personnel. The District Technology Executive Committee (DTEC) meets bi-monthly and includes membership from both colleges and the District. These meetings are regular, productive, and collegial. (IV.D.6)

The chancellor guides the separation of functions between the district and the colleges through the *WHCCD Function Map* that delineates the lines of authority and responsibility. District committees include membership from the colleges in order to inform the respective organizations of the nuances relating to operational standards. The function map identifies the units of the district that directly serve instructional, student services, and functional areas of the colleges by position and the associate employees occupying them. The function map is posted on the district and colleges' websites and guides the lines of connection among faculty, staff, and administrators. The chancellor assures regular evaluation of the function map and updates the linkages as appropriate. (IV.D.7)

**Conclusion**

The District meets the Standard.

**Recommendation for Improvement and Compliance**

See Recommendation 5

## Quality Focus Essay Feedback

The West Hills College Coalinga (WHCC) Quality Focus Essay (QFE) is a well-developed document that provides an honest framework for identifying areas for improving institutional effectiveness and meeting accreditation standards via two Action Projects (AP).

The APs are related to the Accreditation Standards and are closely linked to the themes that emerged for the College's examination of its own effectiveness in accomplishing its mission in the context of professional development, resource allocation, integrated planning, student learning outcomes, assessment, institutional set standards, and program completion. The focus of these action projects also parallels those areas of improvement identified by the team in this report. In an effort to support the College's commitment to achieve the goals of these APs, the team offers for consideration, the following observations.

The first action project focuses on developing a systematic process of evaluation and improvement of college effectiveness, focusing on professional development, resource allocation and integrated planning and outcomes evaluation and communication. This action project will, if completed, lay the groundwork for integrating the College's assessment and planning processes and completing the Educational and Facilities Master Plans. The team invites the College to consider including in this AP, the evaluation of the plans and the planning processes and noting the changes made as a result of the evaluation: in other words, completing a cycle of implementation, evaluation, and implementation.

The second action project focuses on curriculum educational pathways and includes curriculum inventory clean up, learning outcomes mapping, and college wide dialogue about the assessment data. The actions items and the corresponding timelines appear to be achievable.