

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**

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)

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List of Team Members

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Folsom Lake College

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

Ms. Erin Wall

Summary of the External Evaluation Report

INSTITUTION: West Hills College Coalinga

DATES OF VISIT: March 6-9, 2017

TEAM CHAIR:

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:
innovative approach to providing services and

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 8 (Improvement):

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:

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

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.

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.

s accounted for approximately 52% of the

over the last three academic years (2013-2014, 2014-2015, and 2015-2016). For the same three-year period West Hills C

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

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

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. -year default rate on student loans reported in October 2015 was 23.4% which is below the federal requirement of 30%. WH 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.

C

	student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
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[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to
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	The team has reviewed the elements of this component and has found the institution to -up is recommended.
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	The team has reviewed the elements of this component and found the institution does
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Transfer Policies

Evaluation Items:

Transfer policies are appropriately disclosed to students and to the public.

	-up is recommended.
	The team has reviewed the elements of this component and found the institution does

Narrative (add space as needed):

Student Complaints

Evaluation Items:

	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.
	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.
	The team analysis of the student complaint files identifies any issues that may be Standards.
	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.
	The institution demonstrates compliance with the <i>Commission 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):

	The team has reviewed the elements of this component and has found the institution to
	The team has reviewed the elements of this component and has found the institution to meet the Commissi -up is recommended.
	The team has reviewed the elements of this component and found the institution does

Narrative (add space as needed):

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to

The team has reviewed the elements of this component and has found the institution to
-up is recommended.

STANDARD I
MISSION, ACADEMIC QUALITY AND INSTITUTIONAL

improvement of student learning and achievement, the College implemented the Lumina - 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)

In the self-evaluation report, the College indicated that documented assessment results were 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 Quality Focus Essay (QFE) and slated for completion by late spring 2017.

The College claimed that reports and data inform the 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 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 .

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

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 the CPC assumed that EMP was appl

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 and faculty and staff names. (I.C.2, I.C.5)

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

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

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.

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

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)

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.

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 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 *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-

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)

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

The C

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
I and Coed Rodeo. Co-

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

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. (

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

STANDARD III RESOURCES

Standard IIIA: Human Resources

General Observations
The College employs

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.

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, 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 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 Firebas11 Tmt 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

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)

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 at the college.

disaster. These backups are retained for a

Conclusions

The College meets the Standard.

Recommendation for Improvement

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 loo

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)

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)

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

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

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,

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

Recommendation for Improvement and Compliance

None.

Standard IV.C: Governing Board

General Observations

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*

meetings with the chancellor and board members, the team confirmed that there is no systematic plan for review of policies. There is

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 *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 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

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 website and illustrates the lines of connection among faculty, staff, and administrators. The chancellor assures

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 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 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 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.