

INSTITUTION: West Hills College Coalinga

DATES OF VISIT: February 20-21, 2024

TEAM CHAIR: Dr. Henry Yong

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October, 2023 the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four-member peer review team conducted a Focused Site Visit to West Hills College Coalinga on February 20-21, 2024, for the purpose of completing its Peer Review Team Report and

None

None

None

None

Established formally as an independent institution in 1961, West Hills College Coalinga is one of two colleges in the West Hills Community College District (WHCCD). The College's history of service to the west side of the San Joaquin Valley extends back even further to 1932, when it originally operated as an extension center of Fresno State College and the Coalinga Union High School District. The main campus of the College is made up of 40 acres on Cherry Lane in Coalinga. The College added a second campus at Firebaugh in 1971 and operates agricultural programs and facilities on the 213-acre Farm of the Future.

The College currently enrolls 5,700-7,000 students per year serving eight area high schools. The College serves nearly 112,985 residents of the western portion of Fresno County and the southwest portion of King's County.

The College's goal to strengthen

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

- X The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.



X	<p>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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)</p>
X	<p>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</p>

degrees awarded, certificates awarded, transfer to four-year institutions, licensure pass rate, and job placement. Through governance committees and program review, the College has a process to set goals, review them annually, and respond when performance is not at the expected level. Data

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	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.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission
X	The institution ensures, through the methods outlined in the Commission

X	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.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	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. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission and the

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

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	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.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

During the focused site visit, the Team reviewed Student Complaint files. It noted that the College has addressed concerns raised in student complaints per its policies. The team confirmed that the College meets the requirements.

	range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, 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. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission and the

[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.]

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	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.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College has policies and procedures to monitor loan default rates and addressed prior audit findings.

mixed employee group session to introduce them to the College's mission, values, purpose, intended student population, and programs. The College's last mission statement was approved by the Board of Trustees in January 2017, following a three-year cycle of reviews, assessments, and revisions led by the Vision, Values and Mission Task Force. On November 14, 2023, after campus-wide review by its participatory governance bodies, the Board voted to approve a revised mission statement that

WHC

complemented by the 2021-2026 Strategic Plan, which establishes goals, strategies and core values in support of advancing the mission of the College. Additionally, the College adopted student success metrics, some of which are related to the Strategic Goals, for example percentage of students who have an educational plan by year one, and who have completed transfer level math and English. These key momentum point metrics are monitored by the College Success Committee. Both the EMP and Strategic Plan are supported by other plans and processes within the College's integrated planning structure, particularly program review. Sample program reviews illustrate programs evaluating their students' outcomes as compared to the College's Institutional Set Standards and aligning program goals with the College's strategic goals. From program reviews emerge resource needs. Their Integrated Planning & Resource Allocation Annual Timeline was recently updated so that the resource request submission date better aligns with the District's planning and resource allocation cycle. (I.B.9)

Conclusions: The College meets the Standard.

General Observations:

The College assures clarity, accuracy, and integrity of the information that it communicates to students and the public through its website and catalog. Through established policies and procedures, the College promotes honesty, responsibility, and academic integrity. The College ensures compliance with Accreditation Eligibility Requirements, Standards, and Commission Policies.

The team confirms that students have access to clear, accurate information that maintains integrity about the mission statement, learning outcomes, educational programs and student support services through the college catalog, Falcon Pathways, the Strategic Plan, the Educational Master Plan, and the college website. (I.C.1)

The team confirms that the college provides a printable online catalog for students and prospective students that satisfies the "Catalog Requirements." (I.C.2)

The team reviewed the Program Review process and confirmed that the institution uses this process as the documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. The college releases an annual report on progress toward strategic goals, including data on student achievement. Progress

The College agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure as evidenced by supporting documentation posted to the College's website under Accreditation. Access to this information is linked to the College's landing, page and is included as a quick link at the bottom of every College webpage. (I.C.12)

The College demonstrates honesty and integrity in its relationship with external agencies while

with policies regarding substantive and effective student-to-student, instructor-to-student, and student-to-content interactions. The team reviewed archived distance education courses and found varied levels of regular and substantive interaction (RSI). The College has an opportunity to strengthen their practices for supporting online faculty with training and ongoing support concerning RSI. Such support would ensure that the definition of RSI in AP 4105: Distance Education is consistently interpreted and applied within online courses.

Comprehensive program review is conducted on an established cycle of every two years for CTE programs, every four years for non-CTE programs, and every three years for non-instructional programs. In the years comprehensive program reviews are not due, each program submits a periodic program review. Outcomes assessment is an essential component of the program review process. Programs examine student achievement data, such as course success rates, institutional set standards, equity rates, award conferrals, student learning outcomes, program learning outcomes, program completion, and fill rates. The results of this analysis are discussed during SLO Assessment Days and used to generate specific plans for improvement. (II.A.2)

The team confirmed that the institution uses established institutional procedures to identify and regularly assess courses, programs, certificates, and degrees. Course level outcomes are available on the course outline of record, on course syllabi, and in eLumen. Program level outcomes are available in the college catalog and in eLumen. A review of sample course outlines of record, syllabi, and program review reports support that the college has appropriate processes to support outcomes assessment and use the results to improve instruction.

Assessment of student learning outcomes follows an established two-year cycle overseen by the Student Learning Outcomes (SLO) committee. The results of assessment are reviewed by

College's policies (AP 4020) and reflect generally accepted norms in higher education. The team

identify courses for inclusion in general education through the curriculum development and review process. Course outlines of record indicate which courses are GE approved and include the relevant general education area. Course outlines of record show connections between course SLOs and General Education Student Learning Outcomes (GESLOs). (II.A.12)

The team confirmed that all degree programs include a focused area of study in a specific discipline or interdisciplinary core. The focused areas of study are communicated in the college catalog, Falcon Pathways, and on the college website, all of which include the required courses within the discipline. Programs include appropriate level student learning outcomes recorded in the course outline of record. (II.A.13)

The College uses Advisory Committees made up of faculty members and industry representatives to ensure that career training programs develop the competencies that are required by employment standards and preparation for external licensure and certification. The biannual Program Review process for career and technical education programs includes assessment data of student learning outcomes, which are based on student demonstration of technical and professional competencies. The College references its training for students to meet industry requirements in the fields of welding, commercial truck driving, and psych tech training. (II.A.14)

The college ensures that students can complete their education in a timely manner if a program is eliminated or significantly changed. These policies and procedures are outlined in BP/AP 4021: Program Viability. The College notes that program changes have mostly been a result of regulatory requirements impacting associate degrees for transfer. (II.A.15)

The College regularly reviews the effectiveness of all instructional programs through the processes of student achievement data, student learning outcomes assessment, program review, and curriculum review. The College provided evidence of these evaluation processes

was established and funded by an Institution Participation Agreement under the supervision of the California Community Colleges Chancellor. ExLibris and EZ Proxy databases through a District-level contract. A relationship with the Fresno County Library has been established via a formal Memorandum of Understanding.

The Team applauds the College's librarians, learning support professionals, and student tutors for being responsive to students' learning needs and for the thoughtful ways they collect and analyze data to determine program improvements. The College is encouraged to continue these practices and to conduct student outreach activities to increase annual usage of the library and learning resource centers. (II.B.4)

The College meets the Standard.

The College's Vice President for Student Services provides leadership and guidance for 30 student support units. The College offers student support programs and services that are appropriate and aligned with its mission, regardless of location or delivery method. Its co-curricular and athletics programs are uniquely suited for the College's diverse student population and regional cultural interests. The College ensures that its admissions and placement practices are evaluated regularly and that its student records are kept secure, confidential, and backed up for permanency.

program improvement including Program Reviews, End-of-Year Reports, and Outcomes Reflections. The team encourages the College to continue its equity-minded data collection and analysis practices (II.C.2)

The College aims to provide equitable access to student support services to students at its

The College meets the Standard.

The College has written policies and procedures for the recruitment, onboarding and evaluation of employees. Systems are in place to identify staffing needs and prioritize hiring that meet the institutional mission and College goals. The collective efforts of the District and the College ensure appropriate staffing of administrators, faculty and staff. The College and District have processes and procedures in place that demonstrate the goal of a diverse workforce and there are ongoing efforts to ensure that this is put into practice. Professional development is a priority for the District and the College and there are significant efforts to improve performance and promote career progression. Many of the employee processes are defined in collective bargaining agreements. Employees are provided with access to their own personnel files, and these files are stored securely at the WHCCD Office.

West Hills Community College District has Board Policies and Administrative Procedures in place to ensure that employees are qualified to support their programs and services. These policies and procedures detail the hiring processes from recruitment through verification of qualifications (AP 7120). The institution provided evidence of public advertisement for positions and Board approval of job descriptions appropriate for the College and matching the needs of the programs they support. (III.A.1)

Administrative Procedures (AP 7211) provides a consistent process to verify that faculty qualifications and appropriate subject matter expertise. Human Resources is responsible for the initial review of minimum qualifications, as established by the California Community College Chancellor's Office, and a review committee with faculty representation is responsible for

further assessing the qualifications of faculty candidates. Job descriptions include curriculum oversight and the assessment of student learning outcomes and are aligned with policies and procedures that outline the role of and responsibilities of faculty. (III.A.2)

The College process for administrative hires aligns with Board Policies and Administrative Procedures 7120. Job descriptions are approved by the Board prior to posting, and Human Resources is responsible for reviewing all minimum qualifications. Procedures dictate committee membership and evaluation processes throughout the recruitment process. (III.A.3)

The College utilizes its Human Resources Department to verify degree requirements and has a process for adjudicating equivalency (AP 7211). The Human Resources Department utilizes third-party verification of foreign degrees when individuals do not possess US degrees. (III.A.4)

The College has comprehensive evaluation processes for its regular faculty, classified staff, and administrators defined in collective bargaining agreements and in AP 7150. Evaluation timelines and criteria for evaluations of these employees are detailed and align with the measures to effectively determine performance of duties. In all documents, there is an emphasis on the use of evaluation to improve performance in support of the College mission and goals. Evaluation

review and districtwide resource allocation process. Dual Enrollment's program review, which resulted in the hiring of an academic advisor, exemplified this process. Through these means, the College has ensured that it provides sufficient staffing to support its programs. (III.A.9)

The College has a process for the evaluation and prioritization of administrative positions to ensure that the College has the requisite number of qualified administrators to meet its mission and maintain its academic programs in accordance with BP 7250 and BP 7260

professional development activities are defined in collective bargaining agreements, Board

the College maintains dedicated staff who provide support to faculty, staff, students, and administrators. (III.C.4)

The District and WHC Coalinga work together to develop standards to make sure there is reliable access to the District's infrastructure. These standards are in place, regularly reviewed and updated to meet institutional needs. BP and AP 3720 articulate the appropriate and acceptable use of computer and network use. BP and AP 3725 address the areas of information and communications technology accessibility and acceptable Use. (III.C.5)

The College meets the Standard.

The District and WHC Coalinga are committed to advancing student achievement and the institutional mission, therefore, central to resource allocation and planning is program review. The College has established processes and procedures in place for the development of program reviews, the assessment of data, and prioritization of resource needs for budget consideration to support the college mission and vision. WHCCD has established processes and procedures in place to ensure fiscal affairs are planned and managed with integrity and ensures financial stability.

At both the college and district level, the institution has put systems, processes, and procedures in place to ensure that financial resources are used in a manner that supports student learning and that continuously improves institutional effectiveness through processes that are outlined in the Participatory Governance and Integrated Planning Manual 2022-2023. The District Governance Manual lays out the process for prioritization and allocation of resources based on these requests and available funding, with final prioritization taking place in the Chancellor's Executive Cabinet based on a set rubric. All changes to the district budget reflecting a change to the approved budget are presented to the Board of Trustees for final approval. (III.D.1)

WHCCD follows its established Board Policies and Administrative Procedures (BP/AP Budget Preparation and Resource Allocation) and uses these as the basis for its financial planning and for the development of its annual budget. Resource requests are based on program review, which is grounded in both the College's and District's respective missions, visions, and goals. The Budget Development Calendar in the District Governance Manual governs the timelines for resource allocation districtwide. (III.D.2)

The WHC District follows the processes for budget allocation that have been set within its Policies, Procedures, and District Governance Manual. The WHC Coalinga has a defined process to determine budget priorities based on the college's mission, needs, and goals. To ensure integration and opportunities for constituent participation the budget development process typically includes Program Review. Through this process, all constituencies can participate when they vetted it before submission to Chancellor's Executive Cabinet. (III.D.3)

The budget planning process, which starts in January, shows a realistic assessment of financial resources and expenditure requirements by using the current year-to-date balances of resources and expenditures as the basis for next year's budget. Following the release of the State of California's proposed budget in January, the district budget is developed. Both restricted and unrestricted funds are considered. (III.D.4)

The internal control system of the College is governed by AP 6300 and AP6301 – Fiscal Management and Fiscal Management Grants. Timely information on budgets and expenditures is available to budget managers via direct access to run on-demand reports through the Ellucian Colleague, the district's Enterprise Resource Planning (ERP) system. (III.D.5)

Financial documents of the district and the college including the budget adopted reflect a high degree of credibility, accuracy and appropriate allocation of resources.

become effective every July. The College's internal control system for budget development and reporting has been revisited and improvements implemented. (III.D.8)

WHCCD has Administrative Procedure 6305 in place to ensure that the District and College has sufficient cash flow and reserves to maintain stability, manage risk and meet emergencies and unforeseen occurrences. The cash reserves of

The College demonstrates the opportunity for all employees to create and encourage innovative ideas, practices and programs and ensures broad participation to assure effective planning and implementation. The evidence provided is from the Student Success Committee's organization into four subcommittees, each addressing the core pillars of Guided Pathways. Efforts from each committee resulted in a relaunching of its student orientation program and Falcon Pathway development for each associate degree, which includes English and math completion in the first year of student enrollment. The committee includes participation from all constituent groups and reports directly to the College Council. (IV.A.1)

In matters about which students have a direct and reasonable interest, students are invited to participate in those councils and committees such as the Student Success Committee, Institutional Effectiveness and Accreditation, and the College Council. The Associated Student Body Government makes student representative appointments to the various college governance committees and every effort is made to ensure students, faculty, staff and administrators are given the opportunity to be a part of the planning process. (IV.A.2)

The college's institutional governance process is governed by the procedures and process outlined in BP 2510 and AP 2510, as well as the Participatory Governance and Integrated Planning Manual. The Manual defines the roles and responsibilities and outlines the membership and participation in governance committees. (IV.A.3)

Faculty's role in program, curriculum, and course development is clearly outlined in BP 4020 and AP 2510. Procedures related to college curriculum are outlined in the Curriculum Handbook. The Curriculum Committee serves as the decision-making body providing recommendations regarding course and instructional programs through the Academic Senate to the Board of Trustees. (IV.A.4)

The District administration and Board of Trustees have clear policies and procedures that specify the roles and responsibilities of administrators, faculty, staff and students in the participatory governance structure. The College's Participatory Governance and Integrated Planning Manual 2022-2023 outlines the process by which perspectives and expertise from different constituent groups take part in the dialogue, planning, and decision-making process. The College communicates decisions through meeting minutes, discussions, recommendations, actions, and decisions are posted in BoardDocs. Meeting minutes and agendas are also posted via each committee webpage, which the college has identified as requiring regular updating. Additionally, college decisions are communicated through monthly college check-ins (IV. B.5, IV.B. 6)

Annually, each governance committee conducts a self-evaluation of its work, leadership, meeting structures, alignment with college mission, and overall effectiveness. Results for each governance committee are reviewed by the respective committee and improvement plans are

formulated. These plans are shared at College Council for further review and determination of actions. (IV.A.7)

The College meets the Standard.

and priorities. Through this process, the president ensures that the college sets institutional performance standards and student success metrics while also ensuring that evaluation and planning rely on research and applicable data. The College maintains several dashboards related to student achievement and progress. These data dashboards are used as part of enrollment monitoring, student achievement tracking, and programmatic evaluation in program reviews for instructional and non-instructional areas. The College uses both internal and external data and analysis in planning and evaluation, as is evident in the development of the Educational Master Plan. The president makes certain that the College's educational planning is i

describes the governing board's role in establishing policies that ensure educational quality and fiscal health. BP and AP 3225 (Institutional Effectiveness) guide the District's efforts for continuous improvement. The governing board establishes policies and administrative procedures consistent with its mission to ensure academic quality and fiscal stability. (IV.C.5)

BP 2010 (Board Membership) and BP 2015 (Student Member) clearly specify the board's size and structure. BP 2210 (Officers) describes the duties of the President and Vice President of the Board. BP 2200 (Board Duties and Responsibilities), as referenced above, outlines the governing board's responsibilities for ensuring educational quality and fiscal stability. BP 2310 (Regular Meetings of the Board), BP 2220 (Committees of the Board), and BP 2330 (Quorum and Voting) outline the operating procedures of the governing board. (IV.C.6)

The Master Board Policy and Administrative Procedure Review Schedule shows the last and next review date of all BPs and APs and clearly shows that they are regularly updated. AP 2410 (Board Policies and Administrative Procedures) requires that all BPs and APs are reviewed under a six-year cycle. Board of Trustees meeting minutes provide examples of the Board following its policies and administrative procedures. The Board of Trustees acts in a manner consistent with its policies and administrative procedures. (IV.C.7)

BP 3225 and AP 3225 (Institutional Effectiveness) describe the Board's and District's commitment to student success. Each college in the district is required to publicly post goals on student performance and outcomes which have been approved by the Board. The tracking of student outcomes informs the District Strategic Plan. WHCL provides an annual update on these goals to the Board. The governing board regularly reviews key indicators of student learning and institutional plans for improvement. (IV.C.8)

BP 2740 (Board Education) describes the education, training, and orientation provided for Trustees. The Board also has regular study sessions. The Trustee Orientation Meeting agenda reflects a comprehensive board member orientation process. BP 2100 (Board Elections) demonstrates that the Board has a mechanism for providing continuity through staggered terms of office. (IV.C.9)

minutes, board members recuse themselves if there is a conflict of interest. The board upholds a code of ethics and individual board members adhere to that code. (IV.C.11)

BP 2430 (Delegation of Authority to Chancellor) gives the Chancellor full responsibility and authority to implement and administer board policies. The Chancellor is held accountable through the evaluation process as defined in BP and AP 2435, a formal process which takes place in closed session as described in meeting minutes. The Chancellor is accountable for the operation of WHCCD. (IV.C.12)

BP 3200 (Accreditation) includes eligibility requirements and ensures the Board is involved in the accreditation process. As described in meeting minutes, the Board is regularly updated on accreditation activities. The Board also had an accreditation training as part of a regular board retreat. The Board has been consistently engaged in the accreditation process. (IV.C.13)

including the Leadership Council, College Council at WHCC, and Planning and Governance Council at WHC Lemoore. Agendas from these council meetings show broad constituency participation and input. Several district functions are centralized: Human Resources, Business Services, Information Technology, Institutional Research and Planning, and Marketing. The District Governance Manual outlines the District program review process through which the District evaluates the effectiveness of its centralized services. (IV.D.2)

BP and AP 2600 (Budget Preparation and Resource Allocation) describe the overall budget process and how funds are distributed between the Colleges. The District Governance Manual includes the budget development timeline and process for ranking resources. The Business Services department has implemented mandatory trainings for personnel after internal audits revealed that their practices were not always in compliance with purchasing and procurement laws. The District is working proactively to continuously improve fiscal processes and documentation. The District supports fiscal sustainability and integrity. (IV.D.3)

BP and AP 3100 (Organizational Structure) allow the Chancellor to delineate lines of authority and reporting. The College President job descriptions for WHCC and WHCL enumerate the job

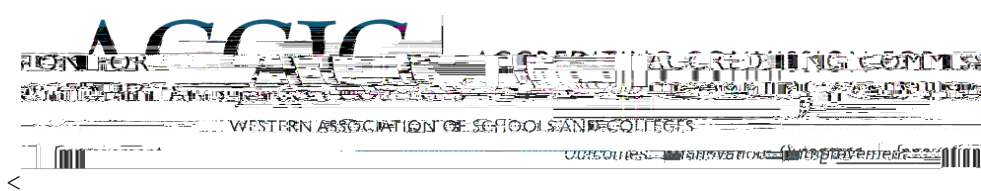
The ACCJC's Guide to Institutional Self-Evaluation states that the function of the Quality Focus Essay (QFE) is to provide an "opportunity for member institutions to be innovative, and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are requested to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement." The team reviewed the College's QFE and the accompanying two-part project action plan. The goal of Project 1, titled Connection and Integration is to improve the integration of the following College processes, program review, outcomes, planning, and assessment. The goal of Project 2, titled Student Achievement, is to better support the currency and development of curriculum and the enhancement of student services so that the diverse campus population is more equitably served. The College intends to leverage these efforts to increase enrollment, certificate/degree attainment, transfer readiness, workforce preparation, and student engagement.

WHCC is focusing on quality improvement in an intentional effort to support student achievement through structured opportunities for professional development and changes to curriculum and student services that positively impact the student learning experience. This emphasis came out of a self-reflective assessment of gaps and opportunities, and a concerted plan to move beyond the status quo. The College also designed a system of accountability by including outcome metrics to measure their success. The following projects delineate the strategies for accomplishing their goals.

The activities associated with this project include creating a more robust assessment culture by engaging participatory governance leaders, the administration, and the College assessment coordinators in a collaborative and intentional effort to examine the findings and develop plans for improvement. Identifying this gap in progress is a positive step to strengthen connections among College stakeholders and enhance the integration of functions. Additionally, revising the mapping of learning outcomes among programs, service units and administrative units will provide a framework for a more meaningful alignment with the College mission, planning and institutional learning outcomes. WHCC plans to facilitate continuity among all the College plans (e.g., education, enrollment, student equity and Guided Pathways), to further their integration agenda.

To institutionalize professional development, WHCC plans to develop a learning calendar that incorporates opportunities for growth for faculty, staff, and administrators. This systemization of professional development is intended to cultivate a college-wide norm of ongoing improvement in the way that student success is supported. Alternative pedagogical approaches will be explored to identify practices that better support the learning experiences of WHCC students. Faculty will also review, revise and update courses, and program certificates and degrees. Faculty senate learning area leaders will facilitate discussions among faculty to encourage cross-pollination of ideas and the development of best practices.

WHCC's action plan to facilitate the refinement and integration of College processes, institutionalize professional development and improve the quality of instruction and curriculum, will be well supported by the project action plans included in this quality focus essay. To attract broad engagement and enthusiasm for this plan the College might consider incentives for faculty, staff and administrators who successfully implement the strategies proposed.



CORE INQUIRIES

West Hills Coalinga
300 W Cherry Lane, Coalinga, CA 93210

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 16, 2023.

Dr. Henry Yong
Team Chair

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West Hills College, Coalinga

Peer Review Team Roster

Team ISER Review

October 16, 2023

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ACADEMIC MEMBERS	
Dr. Laura Adams Norco College Associate Professor, Psychology	Roland Finger Cuesta College Instructor, English
Dr. Aulii Silva Leeward Community College Grants, Research, Program Development Specialist	Karen Wong Skyline College Coordinator of Institutional Effectiveness/ Professor, English
ADMINISTRATIVE MEMBERS	
Dr. Denise Richardson Berkeley City College President	Carlos Lopez Folsom Lake College Dean of Business, Curriculum and Scheduling
ACCJC STAFF LIAISON	
Gohar Momjian, Vice President	

Summary of Team ISER Review

INSTITUTION: West Hills College Coalinga

DATE OF TEAM ISER REVIEW: October 16, 2023

TEAM CHAIR: Dr. Henry Yong

An eight-member accreditation peer review team conducted Team ISER Review of West Hills College Coalinga on October 16, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The Team would like to see a Board-approved mission statement.
Standards or Policies: Standard I.A.4: The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.
Description: -Minutes of the Board's meeting on July 27, 2021 and on August 24, 2021 indicated that the revised mission statement was under review. -No actions reflecting formal voting to approve the mission revision were recorded in the Board's minutes.
Topics of discussion during interviews: -Process for approval of the mission
Request for Additional Information/Evidence: -Confirmation that the mission was Board approved -A timeline for receiving evidence of the Board's approval of the College mission
Request for Observations/Interviews: Accreditation Liaison Officer

Core Inquiry 2: The Team would like to better understand how Student Services uses data to support students' learning and to make decisions about improving its programs and services.
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