

PEER REVIEW TEAM REPORT

West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

This report represents the findings of the Peer Review Team that conducted a focused site visit to Lemoore College on February 21 - 22, 2024. The Commission acted on the accredited status of the institution during its June 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Rudy J. Besikof
Team Chair

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Summary of Focused Site Visit

INSTITUTION: West Hills College Lemoore

DATES OF VISIT: February 21-22, 2024

TEAM CHAIR: Rudy J. Besikof, Ed. D.

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2024, the team conducted a Team ISER Review (formative component) to identify where the College meets Standards and areas needing more attention during the Focused Site Visit (summative component). These areas were defined in Core Inquiries provided to the College, indicating the areas the team intended to pursue to validate compliance, improvement, or excellence. The Core Inquiries are appended to this report.

The team chair and vice chair held a pre-Focused Site Visit meeting with the College CEO on January 23, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. A five-member peer review team conducted a Focused Site Visit to West Hills College Lemoore on February 21-22, 2024, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

During the Focused Site Visit, team members met with approximately 100 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held one open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. During the public forum, the depth of the College's commitment was demonstrated in full, with members of local non-profit organizations and local community leaders praising the West Hills College Lemoore for its collaboration and investment in meeting local community needs. Faculty, staff and students spoke to their commitment to place students as the central organizing factor in all decision-making and a continued effort to serve students where they are at and meet basic needs required to support academic success. The team evaluated how well the College is achieving its stated purposes, providing advice for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The Team commends the College for the extent and success of the Open Educational Resources/Zero Textbook Cost (OER/ZTC) program in support of equity resulting in increased student success. (II.A.7; II.B.2)

Recommendations

None

Introduction

West Hills College Lemoore is part of the West Hills Community College District. The District began serving students in the Lemoore and Avenal communities in 1962. While classes were offered as early as 1964 in Lemoore, a classroom and office were built in 1981 on land purchased from the city and named the Kings County Center. In the early 1990s, the California Postsecondary Education Commission designated West Hills College as the community college provider to the Hanford and Armona areas. In 1998, approximately 107 acres of land were donated by the Pedersen-Semas families for the building of a full-fledged campus in Lemoore. WHCL earned college status from the Board of Governors in 2001 and opened in 2002. The College earned accreditation in 2006 and became the 109th community college in California.

In 2008, Measure E was passed in Lemoore, providing \$31 million in funding for several planned new buildings. The state-of-the-art Golden Eagle Arena opened in 2011 and a 23,000 square foot Student Union opened in 2017. The College serves more than 6,000 students annually, supporting communities in Kings and Fresno County including Avenal, Lemoore, Hanford, Riverdale, and Stratford.

West Hills College Lemoore has sought to be a true service to the community through partnerships with those sharing its mission to ensure accessibility for all students and to cultivate an inclusive, equitable and collegial climate. This is highlighted in their expansive basic needs work, including partnerships with

local organizations to support an on-campus food pantry. The College also supports the full pipeline to higher education through the inclusion of a middle college high school on campus and summer mentorship programs for local middle school students. The College and its employees “relentless pursuit of student success” was apparent throughout the visit as the team learned about the College’s innovative and unique programming that meets students where they are at with empathy and inclusion.

ACKNOWLEDGEMENT OF NOTABLE AND EFFECTIVE PRACTICES

The team is impressed by the College’s commitment to ongoing professional development. The faculty we spoke with expressed their dedication to growing and evolving as educational professionals. These efforts extend to part-time faculty as well, with particular attention given to orient and incorporate part-time faculty as valuable contributors to the classroom environment and College community.

The team also appreciates the culture of assessment demonstrated on campus. Both full-time and part-time faculty expressed the importance of learning outcomes in their courses and programs. Several stated they utilize outcome assessment data to make changes in the way material is presented and assessed to improve learning outcomes. Some faculty also commented on how they organize outcome reflections to review and improve for the next assessment cycle.

The College clearly demonstrates community engagement. Evidence of this engagement includes the positive relationship with local law enforcement as demonstrated from the on-campus police officer. The on-campus location of the middle college and charter school also demonstrates the high level of community engagement by West Hills College Lemoore.

The team recognizes the College’ efforts to address student basic needs, especially its efforts to address food insecurity among its students as well as its external partnerships that have resulted in housing vouchers for students at risk of being homeless.

The team appreciates that WHCCD effectively organizes and presents their Board Policies (BP) and Administrative Procedures (AP), following a well-documented and up-to-date process for regularly reviewing all BPS and APs. (IV.C.1)

Eligibility Requirements

1. Authority

The team confirmed that West Hills College Lemoore is authorized to operate as a public post-secondary degree-granting educational institution under the authority of the State of California and is a part of the West Hills Community College District. The College has been in continual operation since its initial accreditation in 2006 and has been accredited continuously since its inception by Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

The College meets the eligibility requirement.

2. Operational Status

The team confirmed that WHCL regularly serves more than 6,000 students each year. The College is operational and has students actively pursuing degrees and certificates.

The College meets the Eligibility Requirement.

3. Degrees

The team confirmed a substantial portion of the College's educational offerings are programs leading to degrees. A significant proportion of its students are enrolled in programs that lead to degrees, with more than 1,000 degrees and certificates awarded each year. The College offers more than one degree program that is two academic years in length.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The evaluation team confirmed that the Governing Board appointed Mr. James Preston as the President of West Hills College Lemoore on December 14, 2021. Committed to the region's diverse communities and with a passion for education, President Preston has appropriate authority to administer Board Policies and Administrative Regulations and is also authorized to take appropriate action to ensure the effective functioning of the institution as a full-time administrator working for WHCL. WHCL is one of the two colleges of the West Hills Community College District. Dr. Kristin Clark was appointed to the position of the Chancellor by the Governing Board in July 2021.

The College meets the eligibility requirement.

5. Financial Accountability

The team confirmed that the financial reports of the College are audited by a qualified audit firm, and the reports are presented regularly to the Governing Board. The College ensures compliance with Title IV regulations.

The College meets the eligibility requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

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.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
x	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
x	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

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.

Narrative: ACCJC did not receive any applicable third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

x	The institution has defined elements of student achievement performance across the
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	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)
x	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
x	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

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.

Narrative: WHCL established their institution-set standards for student achievement, and these are assessed annually in the Planning and Governance Council and in various departmental meetings and advisory committees as well as posted on the public website. The ISSs are a key component for WHCL's Strategic Plan and the College's North Star of student learning and achievement is tracked through ISS and the assessment of these standards guide ongoing planning, strategies, and initiatives. (I.B.3) WHCL illustrates the availability of assessment data through readily available data dashboards. These dashboards are integrated in the use of

assessment of program review and support the data needed for student learning and achievement. (I.B.4)

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

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

Conclusion Check-Off (mark one):

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.

Narrative:

The team confirmed that the College meets the credit hours, and program lengths meet the minimum of 48 semester hours of total student work. These are documented in college policy.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard
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	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 <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

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.

Narrative:

The policies are provided in the College Catalog. The College meets the regulation.

Distance Education and Correspondence Education.

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)

X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

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 does not offer Distance Education or Correspondence Education.

Narrative: The College offers Distance Education courses in hybrid, synchronous, asynchronous, and hyflex modalities. Faculty are required to complete introductory training to teach in a Distance Education modality and are encouraged to complete additional training that focuses on online learning and pedagogy, with those who have completed training encouraged to continue with ongoing professional development. The College is in the process of updating AP 4105 in Spring 2024 in order to provide more specific definitions of regular and substantive interaction that is in compliance with ACCJC’s *Policy on Distance Education and Correspondence Education*. In the intermediary, the College has been sending out an Online Instruction Best Practice Checklist at the beginning of each semester. This checklist includes elements of regular and substantive interaction, including recommendations to “post weekly announcements, participate in discussion boards, and provide grading feedback on all assessments.” While a majority of courses reviewed have appropriate regular and substantive interaction as defined in

the Best Practices Checklist, the team suggests that an accountability measure be added to ensure regular and substantive interaction is taking place in Distance Education courses. For faculty evaluations, this could mean integrating the College’s checklist as a requirement. Additionally, the team recognizes that compliance with College and ACCJC policies could be improved by making it clear who is responsible for ensuring effective DE practices.

Student Complaints

Evaluation Items:

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 <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):

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.

Narrative:

The College uses a digital system to track complaints, student grievances, issues of academic integrity, and student discipline. The system includes historical records of all complaints, procedural notes and resolutions. The processes demonstrated in the records follow Board Policies and Procedures and show an effective implementation of college processes. The

College has analytical capabilities to track trends and identify common areas of concern. Recent analysis has led to effective conversations on campus and proactive efforts to address common issues.

Institutional Disclosure and Advertising and Recruitment Materials.

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status.</i>
x	The institution provides required information concerning its accredited status. (Standard I.C.12)

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

Conclusion Check-Off (mark one):

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.

Narrative: The catalog is published annually, and the Curriculum Committee is responsible for accuracy. (I.C.2) WHCL complies 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. There is a link to West Hills College Lemoore’s Accreditation found at the bottom of the College’s home page. (I.C.12)

Title IV Compliance

Evaluation Items:

x	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by
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	the U.S. Department of Education (ED). (Standard III.D.15)
x	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
x	If applicable, the institution's student loan default rates are within the acceptable 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 <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

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.

Narrative:

The team reviewed the evidence provided and found that the College met the standards. The findings from the external auditor's report disclosed no material weakness in internal controls and Title IV regulations and compliance. The cohort default ratio has improved over the years.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The Planning and Governance Council, guided by the Planning and Governance Manual and the College's mission statement, guides institutional decision-making, planning, and resource allocation, and informs institutional goals for student learning and achievement. The College's mission statement, approved by the Board of Trustees, is widely published and guides planning documents. It is periodically reviewed and updated as necessary.

Findings and Evidence:

The College's mission successfully describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The College regularly reviews and updates its mission, the current mission was developed in fall 2022. (I.A.1)

The Office of Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) is responsible for producing data that the College and programs use through various decision-making processes. The College subscribes to the Achieving the Dream (ATD) model of using data to identify areas of improvement. Data dashboards are embedded in the program review process and Institutional Set Standards are reviewed regularly by the College's participatory governance committee. (I.A.2)

The College's programs and services are aligned with its mission and in support of service to its students. The mission statement is used to inform its decision-making, which is defined in the section on Philosophy for Decision Making in the College's Planning and Governance Manual. The Planning and Governance Council, guided by the Planning and Governance Manual, revises and makes governance policy recommendations, communicates with respective stakeholders, and oversees college planning and the ongoing evaluation of college programs, plans, and initiatives to ensure alignment with the College's mission. The Planning and Governance Council produces the Strategic Plan, the Educational Master Plan, and the Facilities Master Plan. It approves program reviews, makes recommendations for board policies and procedures, and produces approved initiatives and scaled solutions. The program review and decision-making processes use the institutional mission and the College core planning documents to guide resource allocation decisions in alignment with the mission. (I.A.3)

The College's mission statement is published on the College's website, in the Academic Catalog, in the Strategic Plan, and in the Planning and Governance Manual. This statement is reviewed annually by the Planning and Governance Committee and approved by the College's Board of Trustees (I.A.4).

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

West Hills College Lemoore demonstrates its commitment to assure academic quality and institutional effectiveness through systematic, periodic evaluation of data and using it for planning processes. WHCL demonstrates a concerted effort to assure academic quality and institutional effectiveness beginning with its Planning and Governance Manual and the development of its Strategic Plan, which drives the planning, evaluation, and improvement decisions. Information on institution-set standards is published on the College website and aligned with their strategic planning processes. WHCL assesses course and program-level institution-set standards through the Program Review Process. Program Reviews are presented to the Planning and Governance Council for program goal and resource request discussions. The president broadly communicates their assessment and evaluations for shared understanding through the state of the College, regular newsletters, and presentations to the Board of Trustees.

Findings and Evidence:

West Hills College Lemoore has instilled a culture of systemic dialog about student outcomes, equity, academic quality, effectiveness, and continuous improvement of student learning and achievement. A core venue for this dialog is through the completion and review of program reviews. The Outcomes Assessment Committee (OAC) is responsible for examining ISLOs, SAOs, PSLOs, and CSLOs. The OAC has representation from faculty, classified professionals, students, administration, and staff. Faculty serving on the committee are trained in eLumen, the College's system for assessing learning outcomes, to foster a culture of assessment. The College has various groups that cultivate specific dialog on student achievement and outcomes. The Social Justice and Equity Task Force (SJETF) and the H.O.P.E. initiative focus on basic services and dialogue on student equity. The College's participation in Achieving the Dream has also assisted in assuring that dialog on data is systemic and campuswide. Data dashboards are available to all constituencies to evaluate student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The dashboards are publicly available and include information on course success rates and the number of program degrees and certificates awarded. Student surveys are used to provide additional data on various topics, including reasons for dropping courses, satisfaction with services, and student engagement. (I.B.1)

WHCL defines and assesses student learning outcomes for all instructional programs and learning support services. The Planning and Governance Manual lists definitions and expectations for PSLOs and SAOs. The College utilizes eLumen to store assessment data and map outcomes to program reviews and Institutional Learning Outcomes. Programs are evaluated regularly on a two to four-year cycle, which includes the assessment of program level student learning outcomes (PSLOs). PSLOs are assessed through mapping on CSLOs during the program review process. The College offers ongoing professional development for assessment. The College listed the improvement of comprehensive assessment as part of its QFE goals. Data provided to the team shows assessments happening at 83.4% college wide. The College has also demonstrated commitment to organization-wide professional development and enhancements to staff development in support of improved learning assessment processes. (I.B.2)

WHCL established their institution-set standards for student achievement, including in-course success rates, degree and certificate completion, transfer, licensure pass rates, and employment. Institutional Set Standards are assessed annually in the Planning and Governance Council and discussed at various departmental meetings and advisory committees. The College has ensured that the standards and current data are accessible and posted on the public website. These standards are a key component for WHCL's Strategic Plan, with student learning and achievement tracked through ISS. Assessment of these standards ultimately guides ongoing planning, strategies, and initiatives. (I.B.3)

WHCL provides assessment data through readily available data dashboards. These dashboards are integrated with program review processes to assure the use of assessment in program evaluation and decision-making. Data is used to determine needed resources and strategies to support improvement in student learning and achievement. (I.B.4)

The program review process integrates data on student achievement and learning outcomes to assess completion of its mission. The District Institutional Research Office makes disaggregated data on student achievement readily available on a web-based platform. The Instructional Program Review Dashboard, Non-Instructional, and Institutional Support Program Review Dashboard compares program data to the ISS and allows for disaggregation based on race, ethnicity, gender, age, and course modality. Additionally, the College's ARIEP Office provides dashboards with survey data and metrics. These dashboards also inform the Student Equity Achievement Plan and the goals of the Strategic Plan. (I.B.5)

The College has an impressive history of disaggregating and analyzing achievement data for subpopulations of student groups. The culture of assessment has been part of the College's Achieving the Dream efforts and has been integrated into governance and decision-making. As a part of the program review process, WHCL utilizes disaggregated student achievement data to

assess program equity and effectiveness. These disaggregated data are analyzed as a part of the program review and the Student Equity and Achievement Plan. The College disaggregates its Institutional Student Learning Outcomes by gender and ethnicity and has included the assessment of subpopulations in its Service Area Outcomes. As part of its cycle of continuous quality improvement, the College has identified a need to increase the maturity of learning assessment. This has been identified in the College's QFE. Improvements focus on enhanced mapping of course, program and institutional-level student learning outcomes. The District IT has already begun efforts to add student demographics to the learning outcome database, which will allow mapped outcomes to be more fully disaggregated. The team encourages these efforts to continue with a focus on expanding disaggregated analysis of course-level student learning outcomes. (I.B.6)

Board Policy and Administrative Procedure 2410 outlines the procedures to review policies on a regular basis. WHCL utilizes their Planning and Governance Manual to outline the processes for evaluating its policies and practices across all areas. The main committees in the governance structure are Budget Allocation Committee (BAC), Facilities and Safety Committee (FSC), Institutional Effectiveness and Student Success Committee (IESSC), Outcomes and Assessment (OAC), Program and Accreditation Review (PAR), Professional Development Committee (PDC), and Lemoore Technology Committee (LTC). These committees evaluate programs, services, resources, and governance processes to assure their effectiveness in accomplishing the Mission. The College evaluates its governance processes and makes improvements as needed to meet its mission and enhance institutional effectiveness (I.B.7)

WHCL communicates the results of assessment and evaluation through program reviews, shared governance committees, learning areas, and shared broadly through data dashboards. WHCL also had an Eagle Vision session to review and analyze data to develop the EMP and Strategic Plan. The College broadly communicates results and develops a shared understanding of campus priorities through the President's State of the College and regular newsletters to the community. (I.B.8)

The District's BP/AP 3225 and 3250 articulate the policies on institutional effectiveness and institutional planning. WHCL demonstrates its continuous, broad based, systematic evaluation and planning through the development of the Strategic Plan, Educational Master Plan (EMP) Facilities Master Plan, and review of the Mission. The development of these plans and the review of the Mission include analysis of data to determine how the College is meeting its Mission and Goals (I.B.9).

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

West Hills College Lemoore assures clarity, accuracy, and integrity of information that it communicates to students and the public through its catalog. Through established policies and procedures, WHCL promotes honesty, responsibility, and academic integrity.

Findings and Evidence:

Current accreditation status with the Accrediting Commission for Community and Junior Colleges is shared through the website, along with updates and any notifications from the Commission. Three career education programs are required to be independently accredited, and their status is also posted and kept current on the web. Updated information includes annual reports as well as communications from any of the four accreditors, and the team found that what appears on the college website is an accurate representation of the College and its programs' accreditation status. (I.C.1)

The catalog is published annually, and the Curriculum Committee is responsible for accuracy. The catalog includes all catalog requirements and provides students with accurate information on college programs and institutional policies and processes. (I.C.2)

The College communicates the quality of its academic programs by publishing student learning and achievement metrics on the District Dashboards, which are available to the general public. The College also provides regular presentations to the Board and its college committees to support ongoing dialog on student learning and achievement. (I.C.3)

The team located information about certificates and degrees including their purpose, content, course requirements, and learning outcomes within the WHCL catalog on the website. This information is an accurate reflection of the institution's programs, their content, and their expected learning outcomes. (I.C.4)

WHCL's Planning and Governance Manual outlines the process that the College follows to regularly review its Mission. The team found that the College has demonstrated adherence to this process in its regular review of its mission, institutional plans, and planning processes. (I.C.5)

BPs 5020, 5030 and AP 5020, 5030, and 5031 outline tuition, enrollment, and instructional material fees. WHCL provides public information for both current and prospective students regarding the total cost of education in the catalog and on the College website. (I.C.6)

Board Policy 4030 on academic freedom and responsibility are published in the catalog and faculty handbook. Through this policy WHCL promotes honesty, responsibility, and academic integrity assuring a commitment to academic freedom and integrity. (I.C.7)

BP 5500, as well as BP and AP 4231, outline procedures ensuring the accuracy and integrity of faculty regarding student grades. Through its academic catalog WHCL conveys clear policies and procedures to promote ethical behavior and practices. Students in distance education courses are shown the Academic Honesty Policy and the Computer and Network Use Policy. (I.C.8)

WHCL faculty follow BP 4030, which articulates the District's definition of academic freedom, while AP 3050 describes faculty responsibilities as they relate to distinguishing between personal convictions and professionally accepted views. (I.C.9)

All employees of the West Hills Community College District are expected to conform to specific codes of conduct as described in BP 3410, BP 3430, BP 4030, BP 5500, and AP 3050. These policies and regulations are available on WHCCD's website and are referred to in additional locations such as WHCL's Academic Catalog, Faculty Handbook, ASG Bylaws and Constitution, and the District's Equal Employment Opportunity (EEO) Plan. (I.C.10)

Standard I.C.11 does not apply to the College, as it has no foreign sites. (I.C.11)

WHCL complies 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*. There is a quick access, direct link to *Accreditation* at the bottom of the College's home page. (I.C.12)

While complying with and conducting its external reporting and publication responsibilities, the College demonstrates honesty and integrity in its relationship with external agencies. Examples include communication with Nursing and Paramedic accreditation organizations, and ACCJC information on the website. (I.C.13)

The college's primary objectives are its commitments to quality programs, pathways, and services for student learning and achievement objectives. BP 2710, AP 2710, AP 2712, and AP 3050 outline the District's financial policies to procedures are committed to high educational quality. The College's mission and core planning documents put academic quality and student success at the center of institutional decision-making and the College ensures institutional resources are directed in support of the relentless pursuit of student success (I.C.14).

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A Instructional Programs

General Observations:

West Hills College Lemoore offers programs in areas that are consistent with its Mission. Student completion of transfer, degrees or certificates are aligned with successful attainment of student learning outcomes appropriate to the courses and programs completed. College faculty conduct systematic review of curriculum to ensure program currency, that courses and programs meet higher education standards, and that there is a system for ongoing improvement of teaching and learning. Courses and programs are scheduled so students can complete in a timeframe appropriate for each program. Through the catalog and the College website, students have access to all relevant policies and procedures. The team confirmed that graduates completing their programs demonstrate technical and professional competencies needed for employment. The team identified the use of Open Educational Resources as a strength of the College, with faculty integrating the development of these resources into the curriculum development process and aligning resources with intended learning outcomes.

Findings and Evidence:

The College states its Philosophy and Criteria for Associate Degree and General Education in AP 4025. Instructional programs lead to a degree or certificate, transfer credit, or employment in accordance with the College's mission. The Curriculum Committee, a subcommittee of the Academic Senate, evaluates all programs for consistency to the mission, appropriateness to higher education, and culmination in students' attainment. Programs are reviewed as part of the Program Review Process every 2-4 years. New programs are developed by faculty with subject matter expertise, and CTE programs include labor data. The Board of Trustees approves new programs and curriculum. The Outcomes and Assessment Committee oversees learning outcomes assessment and the process of review/revision. All programs are structured to culminate in a degree or certificate. (II.A.1)

The Curriculum Committee, a subcommittee of the Academic Senate, is driven by faculty. Course Outlines of Record (CORs) are submitted and approved through the eLumen curriculum management system, with feedback from various stakeholders throughout the approval process. These CORs include course content and methods of instruction. The Program Review process is used for the regular evaluation of programs. This process is also faculty-driven and includes both part- and full-time faculty feedback on SLOs, course success and completion data. Faculty identify areas of success and areas of improvement for the development and revision of goals and resources to support program achievement and currency, and to promote student success. (II.A.2)

The Curriculum Committee, Program and Accreditation Review Committee (PAR), and Outcomes and Assessment Committee collectively ensure the College's adherence to established institutional procedures. CORs are submitted in eLumen and undergo an approval process before reaching the

Curriculum Committee and the Board of Trustees. SLOs are assessed on a two-year cycle. Faculty are provided with professional development opportunities and training guides to facilitate learning outcomes assessment. SLOS are listed in all syllabi and distributed to students at the beginning of every section and archived by the Educational Services team. The Educational Services team reviews the submitted syllabi to ensure that they match approved CORs. (II.A.3)

The College has implemented AB705, which establishes that pre-collegiate courses are limited to co-requisites for DSPS and non-credit students. These courses are designated as basic skills and utilize a three-digit course number to show that they are not transferable nor degree applicable. Co-requisite support courses, specifically in English and Math, are designed to ensure students' foundational understanding so that they are prepared to succeed in transfer-level courses. Guidance study courses and the Academic Readiness Certificate of Achievement are designed for DSPS students. Non-credit CTE courses are an entrance point for adult students to transition to credit courses leading to a degree or certificate. (II.A.4)

WHCL describes its curriculum approval process in the curriculum handbook to ensure the institution's degrees and programs follow the practices common to American higher education. WHCL has a rigorous process, outlined by AP4100 and AP4020, that ensures that all programs are appropriate in length, breadth, depth, rigor, course sequencing, and synthesis of learning. The workflow of this process is described in the curriculum handbook. The institution utilizes the curriculum program eLumen to route course, programs, and degrees through the approval process. Various stakeholders approve or send curriculum for revisions and reconsideration. The stakeholders include the originating faculty, curriculum committee members, and learning area administrators that collectively approve the curriculum before final approval is given by the curriculum committee, Academic Senate, and governing board. (II.A.5)

WHCL has adopted the College Guided Pathways Essential Practices to allow students to complete certificate and degree programs in a timeframe consistent with higher education expectations. The College utilizes Reg365 to allow students to enroll in class for all semesters of the academic year at one time. Students also have the flexibility to schedule courses on a 9-, 16-, and 18-week timeline to best fit their schedule. Scheduling courses in this manner also ensures students obtain their educational goals as outlined by their student education plans. (II.A.6)

Students are offered various delivery modalities for courses that best fit their needs. Learning support services are offered to students in an equitable fashion in the Academic Center of Excellence (ACE) utilizing tutors and supplemental instructors. The Institution is also able to help students meet their technology needs by making laptops and hotspots available for checkout. As demonstrated by the scheduling example provided, students can choose between five different course modalities to fit their needs. These modalities are assessed and adjusted as needed through the program review process.

Learning support services are provided equitably by providing free tutors and supplemental instructors. These services are available to students in the Academic Center of Excellence, online in Canvas, or during or after class by embedded supplemental instructors. Students also benefit from the Collegewide OER initiative. This initiative resulted in 72% of the College's course sections utilizing OER textbooks,

Zero Cost Textbooks, or Low-Cost Textbooks. Faculty who adopt OER materials do so, in part, in response to the changing needs of students, as the customizability of OER materials thoughtfully allows faculty to cultivate culturally responsive curriculum. (II.A.7)

While WHCL does not utilize department-wide or program examinations, the institution ensures the processes are in place to reduce test bias and enhance reliability. To comply with AB 705 requirements, multiple measures were utilized for placements in Math and English. Third-party certification is utilized to ensure reduced test bias and enhanced reliability. Prior learning assessment is outlined by the QuickPath Workflow to clearly demonstrate to students the options available to achieve credit for prior learning. A class is available for students to develop the skills needed to prepare and submit a portfolio for consideration using credit for prior learning. Alternate examination methods such as Advanced Placement courses, International Baccalaureate, College Level Examination Program, Credit by Exam, and Credit for Prior Military Service can also be used for credit for prior learning consideration. (II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes, as measured by achievement of learning outcomes and a passing grade. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. (II.A.9)

The College has transfer-of-credit policies and procedures and makes those available to students through the College catalog and website. Degrees and certificates clearly describe and include student learning outcomes in those descriptions. The College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses through a variety of means. The College has established a transcript evaluation procedure where students submit a request online, and evaluators compare the two courses. Faculty are also sometimes called upon to review learning outcomes from one institution to another. Articulation agreements are reviewed by the articulation officer. The College also utilizes the Transfer Evaluation System and C-ID System to support the articulation process. (II.A.10)

The College has defined Program Student Learning Outcomes (PSLOs) for all instructional programs and has developed Institutional Student Learning Outcomes (ISLOs) for the institution. These outcomes are mapped to PSLOs and CSLOs. ISLO's include competencies in communication, information, quantitative literacy, analytic inquiry, ethical reasoning, and the ability to engage in diverse perspectives. PSLOs and ISLOs are published in the college catalog and are analyzed on a regular schedule in program review. Assessment results are used to inform planning and implement program improvements. (II.A.11)

The College has administrative procedures and policies in place concerning a general education philosophy which is published in the College catalog and website. It describes an educational environment dedicated to a student's preparation for participation in civil society, intellectual skills information technology, appreciation for cultural diversity and broad understanding of the arts, humanities, the sciences, mathematics, and social sciences. Through processes established by the Academic Senate and Curriculum Committee, faculty determine the appropriateness of each course for inclusion in the general education curriculum. (II.A.12)

WHCL requires a minimum of 18 units of focused study in a field leading to an associate degree or certificate. Degrees and state-approved certificates have a minimum of 16-18 units of focused study.

Programs have student learning outcomes that drive the requirements for the degrees and certificates. (II.A.13)

WHCL has industry advisory boards for CTE programs to review curriculum and planning. They have successful certification agreements with nursing and EMT organizations. The College tracks successful graduates, but they get limited responses from students and employers. The team encourages the College to determine appropriate ways of increasing the responses from these industry groups. (II.A.14)

WHCL has an effective program discontinuance policy via District AP 4021. They have a process in place as evidence by the inactivation of the AS in Biology program initiated by faculty. They utilize effective catalog rights and counseling policies and procedures to direct students to appropriate pathways. (II.A.15)

The College regularly evaluates all associate degree and certificate programs over a four-year cycle through an effective and thorough data-driven process. The PAR Committee drives this process. Data coaches are provided for programs so that faculty members have support in developing and understanding data. Programs present their findings to PAR and then amend program reviews based on PAR feedback. Programs develop action plans for further improvement based on their program reviews. (II.A.16)

Conclusion: The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

West Hills College Lemoore's library and Academic Center for Excellence (ACE) are the two principal areas providing learning support services. Board Policy helps guide procedures for the library or the OER Librarian. The college library has a collection development policy. ACE is a small program that also uses the Program Review system to evaluate itself. Technology requests for Support Services go through the District purchasing workflow procedure. The library evaluates itself using numerous metrics, while ACE relies mainly on student satisfaction surveys. The library maintains collaborative agreements with outside agencies for library services, which include an extensive online database and films on demand. The Library's Program Review and Budget requests have not often been prioritized and the team encourages the Library to continue to express its needs through the College's existing resource prioritization process.

Findings and Evidence:

WHCL offers library and learning support services that are adequate to support the institutional mission and academic programs. The College uses student satisfaction surveys to assess quality of library services, which have consistently shown high marks. The Library Program Review demonstrates other metrics, such as circulation, library instruction session attendance, online database access, study room use, interlibrary loan, to measure the success of the library. The library has utilized the program review process to request additional resources and has expressed challenges funding materials and equipment. The Academic Center for Excellence offers limited drop-in tutoring services as well as supplemental

instruction tutors for select classes. It utilizes student satisfactions surveys and program review for measuring success of the service. (II.B.1)

WHCL has an effective Library collection policy statement and has an extensive online database. They participate in the District's hardware and software purchase request workflow system. The College has laptops and hotspots to loan to students, and they have an easy-to-use check-out system. The College has an extensive Open Educational Resources program that demonstrates major cost savings to students. The Team learned during the focus visit that the College has taken a systemic approach to sustain their Open Educational Resource efforts, led by the OER Librarian and discipline faculty, with a focus on the accessibility and availability of materials to support learning and enhance the achievement of their mission. The College's commitment to student success through innovation is apparent in its Open Educational Committee, nested within the Institutional Effectiveness and Student Success Committee. The library has expressed its budgetary needs through program review and the team encourages it to continue to do so. Considering new programs coming on board, including expansion of CTE and STEM programs, the College should continue to investigate whether the funding for technology and library support meets changing student needs. (II.B.2)

The Library and Academic Center for Excellence use the College's program review system to evaluate their program. The library demonstrates multiple methods of evaluation, which includes Service Area Outcome analysis. ACE's program review doesn't seem complete. Neither service has done a disproportional impact analysis. Both programs were greatly impacted by the pandemic and are working to achieve pre-pandemic successes. (II.B.3)

WHCL collaborates with other institutions or other sources for library and other learning support services for its instructional programs, and it has formal agreements. The resources and services are adequate for the institution's intended purposes and are easily accessible and utilized. WHCL takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (II.B.4)

Conclusion: The College meets the Standard.

II.C. Student Support Services

General Observations:

The College provides and evaluates a robust offering of student services supports and programs. Programs have identified SAOs and are regularly evaluated through the 4-year program review process and 2-year midterm review process, programs are mostly evaluated by survey. During COVID 19 the College moved 100% of student services to an online modality and has since transitioned to offering most services in multiple modalities. The College offers men's and women's athletics programs and also offers multiple student clubs through the Student Life and Engagement Program, which also houses the Associated Student Government. Counseling services are provided in multiple modalities and students are assigned to a counseling team depending on their participation in a categorical program, their affinity group designation, or their program of study. The College has clear policies regarding admissions and has developed pathway programs that instructional deans are said to use when developing the course schedule. The College has developed English, math, and ESL placement practices in accordance

with AB 705 and these practices are regularly evaluated through the Admissions and Records program review. The College maintains records in accordance with FERPA standards and provides FERPA training to all employees who may have access to student records.

Findings and Evidence:

Student Services programs at WHCL are evaluated every 4 years through the program review process with a 2-year midterm review process. The District’s Office of Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) assists programs in data collection as part of their evaluation process, programs mainly rely on student satisfaction and completer surveys. Individual programs also rely on their own surveys. Prior to COVID 19 WHCL also completed focus groups, these focus groups resumed in spring 2023. (II.C.1)

WHCL student services programs identify and assess Service Area Outcomes (SAOs) for its student population and provides appropriate student support services and programs to achieve those outcomes. Programs regularly assess through the implementation of student surveys and the program review process. Student services programs make changes based on these evaluations, an example include increased training for Admissions & Records personnel based on survey results. (II.C.2)

The College offers appropriate, comprehensive, and reliable student support services to all students regardless of service location of delivery method. Various services are available in person, over the phone, or remote/online. When services switched to 100% remote during COVID 19 services were provided with zoom training and many programs developed program specific CANVAS shells, many of which continue to be maintained and used. The College offers a monthly event called “EagleReg” which provides evening access to counseling, financial aid, and registration. (II.C.3)

WHCL provides a comprehensive variety of co-curricular programs that are suited to its mission. WHCL’s co-curricular Student Life and Engagement Program includes the Associated Student Government (ASG) and student-run clubs and organizations, each club and program have a faculty or staff advisor and are managed in collaboration with the District business office and follow the Associated Student Body Accounting Manual and ASB Additional Procedures. The College has various men’s and women’s athletics programs that are overseen by the Associate Dean of Athletics, Kinesiology, and Physical Education and conform with the California Community College Athletic Association bylaws. (II.C.4)

The College provides various counseling and advising services in multiple modalities to best accommodate student needs and support student development and success. These modalities include virtual counseling, in-person counseling, online orientation, and online student success courses. The College developed a CARE team and affinity group designations to ensure students have consistent and reliable counseling and advising. Assignment to a team is prioritized by which group the student belongs to (i.e., EOPS, DSPS, CalWORKs, Athletics, etc.). While the College evaluates the effectiveness of their counseling services overall, it may be beneficial if the College was able to evaluate the effectiveness of these counseling team group assignments. Counseling faculty and classified support staff are provided with opportunities for professional development, growth, and training. (II.C.5)

The College adopted Board policies and administrative procedures with regards to admissions and such policies are consistent with its mission. The institution defines and advises students on a clear pathway to complete degrees, certificates, and transfer goals. These pathways are described on the College

website and college catalog. The College asserts Learning area Deans use recommended sequences as templates for scheduling courses and provided a list of pathways and an Excel spreadsheet as evidence of this practice. It would be beneficial to hear more about how these tools are used in practice to develop the course schedule. (II.C.6)

General college admissions procedures and processes are evaluated through the Admissions and Records program review. As part of their AB705 implementation the College has eliminated placement testing for English and math, students now have multiple measures to determine placement. ESL students are initially placed using guided placement combined with the Comprehensive Adult Student Assessment Systems placement. Additionally, ESL faculty use activities in the first two weeks of the various ESL courses to verify that placement is appropriate. (II.C.7)

The District has appropriate policies and procedures for the maintenance of student records that apply to WHCL. Students can access their records through the student portal. Students can designate individuals to share records with through the student portal. FERPA rights are provided in the College catalog and the student portal. Faculty and staff are offered training in FERPA compliance. (II.C.8)

Conclusion: The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College has written policies and procedures for the recruitment, onboarding and evaluation of employees. Many of the employee processes are defined in collective bargaining agreements. The District has a Board Policy defining the responsibilities of faculty, which includes part-time faculty. The College has adopted this Board Policy as part of their onboarding process and through assessment of part-time faculty. Systems are in place to identify staffing needs and prioritize hiring to meet the institutional mission and College goals. The collective efforts of the District and the College ensure appropriate staffing of administrators, faculty and staff. Each employee group has defined intervals for evaluations. Due to turnover and the impact of the pandemic, the College had been behind in the evaluation of part-time faculty but has since caught up and provided evidence of compliance with their evaluation schedule. 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. While these efforts are ongoing and regularly evaluated, results have not yet led to having a workforce reflective of its population. Professional development is a priority for the District and the College and there are significant efforts to improve performance and promote career progression.

Findings and Evidence:

West Hills Community College District has documented hiring procedures defined in Board Policies and Administrative Procedures. These policies and procedures detail the hiring processes from recruitment through verification of qualifications. 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)

The District has Administrative Procedures in place that provide for a consistent process to verify that faculty have appropriate qualifications and subject matter expertise. Job descriptions include curriculum oversight, the assessment of student learning outcomes, and are aligned with policies and procedures that outline the role of and responsibilities of faculty. 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. (III.A.2)

The College process for administrative hires aligns with Board Policies and Administrative Procedures. 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 candidate assessment processes throughout the recruitment process. (III.A.3)

The College utilizes the District Human Resources Department to verify degree requirements and has a process for adjudicating equivalency through the Academic Senate. The Human Resources Department utilizes third-party verification of foreign degrees when individuals do not possess U.S. degrees. (III.A.4)

The College has comprehensive evaluation processes for its regular faculty, classified staff, and administrators defined in collective bargaining agreements. Evaluation timelines and criteria for evaluations of employees are detailed and aligned 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. There is a Board Policy dictating the intervals for evaluating part-time faculty. The College utilizes the full-time faculty evaluation forms for assessing part-time faculty and has written expectations for job performance. The College and District collaborate to provide an onboarding process that establishes job requirements and expectations for each employee group. The District tracks all employee evaluations for classified staff, managers and full-time faculty, and is in the process of developing District-level tracking of part-time faculty evaluations. The team encourages the District and College to continue these efforts to streamline the tracking process for part-time evaluations. (III.A.5)

The College has a process for the evaluation and prioritization of requests for additional faculty positions to ensure that the College has the requisite number of qualified faculty to meet its mission and maintain its academic programs. This process is integrated with the College's systems of program review and allocation of resources. Data on instructional programs and student demand are utilized to when requesting full-time and part-time faculty positions to justify the need. The College and District use these data and metrics on faculty ratios and efficiency to make resource decisions that assure sufficient faculty to address the needs of educational programs and services. Final decision-making on distribution of resources, including the approval for hiring of faculty at each college. (III.A.7)

The College provides substantial opportunities for part-time faculty to participate in campus activities, including governance and professional development. There is an orientation offered to part-time faculty that includes processes on supervision, evaluation and effective pedagogy. While orientation is not required for part-time faculty, it is widely attended by new employees and there is an online onboard process that provides clear expectations of job responsibilities and resources. The College provides stipends in some cases to incentivize part-time participation in professional development and data suggest part-time satisfaction with these opportunities. The team confirmed part-time participation in campus activities and governance processes. (III.A.8)

The College and the District have a functional map that ensures core functions are met through a system of centralized and college-level support. This allows the combination of District and College staff to meet the needs of the College and support the achievement of the College mission and its goals.

Determination of need and prioritization is accomplished through program review and a districtwide resource allocation process. Through these means, the College has ensured that it has sufficient staff 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. This process is integrated with the College's system of program review and allocation of resources. The District and College utilize a functional map to determine the roles of administrators at the College and district-level. A structure of administrators supporting the college in both centralized and college-based positions was created to ensure sufficient leadership to support the mission and goals of the College. Based on a review of provided organizational charts, the team concluded that the College's number of administrators is sufficient. (III.A.10)

The College has detailed personnel policies and administrative procedures. There is a comprehensive new employee check-in process that provides employees with District policies. The new employee orientations include a review of applicable policies and provide copies of such policies to employees. Policies are also available on the District website for public review. Administrators have regular professional development including a focus on evaluations and employee review processes. This focus supports a consistent and equitable adherence to personnel policies and a focus on improvements in employee performance. (III.A.11)

The College has policies and procedures in place that outline a commitment to diversity and equity. This commitment is put into practice through the development and updating of EEO plans and through active recruitment efforts to diverse communities. The College regularly evaluates the results of its diversity efforts through a comparison of population data, student demographics, employee demographics and applicant demographics. These data have consistently indicated a disproportionate impact with the Latino student and community population being more than double the proportion of fulltime faculty and administrators. While the applicant pools are slightly more representative than current employee demographics, they are still lower than local and student population (The data provided to the team did not include part-time faculty.). The College and District are implementing procedures designed to produce recruitments of more diverse applications, with the intent of evaluating those efforts through analysis of applicant demographic data. The specific efforts could be evaluated more concretely to determine which are having the most impact at reaching the College's EEO goals and making adjustments as needed. The team encourages this work to continue in alignment with the College's values. (III.A.12)

The District has an Administrative Procedure that serves as a written code of ethics. The code is broad-based and encompasses all employee groups. The code includes both compliance with laws and regulations, and an overall commitment to honesty and equity. The consequences for violation of ethics are provided in the written procedure. (III.A.13)

The institution offers professional development programs through a combination of District offered and locally developed professional activities. These activities are consistent with their mission and promote the advancement of employees. Activities include twice annual professional development days and

specialized programs promoting employee improvement and career progression. The College uses committee structures to identify personnel's professional development needs, and both the College and District work together to meet them. There are ongoing evaluations of these efforts, which include the use of employee surveys. Attendance requirements for professional development activities are defined in collective bargaining agreements, Board Policies, and Administrative Procedures. While part-time instructors are not required to attend specific professional development, there are ample opportunities, and the College often provides incentives for those who choose to attend. (III.A.14)

The institution has demonstrated the physical security of personnel records. The College reports use digital passwords to protect digital records and that only Human Resources personnel have access to these digital records. Collective bargaining agreements dictate the ability to access and amend employee records. The team confirmed that physical personnel records are maintained and secured at the district office. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations

After review of the Facilities Master Plan and a tour of campus facilities, the team determined that West Hills College Lemoore has demonstrated that it provides safe and sufficient physical resources at their campus. The campus also conducts regular evaluations to determine if there are sufficient resources. This is key since Lemoore campus is the sole site where courses, programs, and learning support services are offered.

Findings and Evidence

The primary person responsible for assuring that WHCL meets this standard is the Director of Maintenance and Operations (M&O). These responsibilities include the regular evaluation of campus facilities for safety and security. The Director of M&O also serves as chair of the Facilities and Safety Committee (FSC). Resources for off-campus services are maintained by the hosting partner as specified in signed memorandums of understanding (MOUs), which delineate access, safety, and security responsibilities. The team noted that the facilities department at the College has done an excellent job of providing safety equipment throughout the campus and working to ensure a safe and effective learning environment. (III.B.1)

Planning of physical resources is laid out in the College's Educational Master Plan, and the College is in the process of updating their Facilities Master Plan (FMP). The College uses various tools and resources to inform the FMP. Recently they identified a need for additional instructional space, culminating in the development and approval of a new Visual Arts and Applied Sciences Building. The College identifies and responds to needs for facility renovations and upgrades through the Maintenance Plan and Facilities Maintenance Plans. (III.B.2)

The College ensures the effective use of physical resources through the supervision of the Director of Maintenance and Operations, who oversees the proper use of facilities including facility rentals. The District Function Map was developed to delineate the functions between the District and the College. In

terms of Physical resources, the Vice Chancellor of Business provides the overall leadership while the Director of Maintenance and Operations at the College level oversees scheduled/deferred maintenance or long-term plan for major repairs & facilities. The team noted that facilities and equipment on campus appear to be in good condition and effectively used to support the instructional and student support programs (III.B.3).

The WHCCD long-term capital plan falls under the purview of the District for all District and college properties, including the total cost of ownership for new facilities and equipment. The 5-Year Capital Outlay Plan was presented as evidence and the Board of Trustees approval as evidenced in the minutes. For WHCL, the five-year plan includes Phase I construction of the WHCL Instructional Center. (III.B.4)

Conclusion: The College meets the standard.

III.C. Technology Resources

General Observations:

West Hill Community College District has a centralized approach to providing technology resources and support. The College is involved in technology decisions at the District level, providing input through governance as well as groups such as the District Technology Committee and District Technology Review Council. Safety and security are a priority for the District, and attention to faculty training is apparent. District standards shape the processes for technology resources oversight across the Colleges.

Findings and Evidence:

West Hills College Lemoore's technology is supported by the District's Office of Information Technology. Departments request technology resources through the Lemoore Technology Committee, Program Review and Budget Allocation processes facilitated by PGC, and the Budget Allocation Committee (BAC). The College also utilizes the District Technology Committee (DTC) and District Technology Review Council (TRC) to demonstrate and prioritize technology needs. The District Information Technology offices are responsible for professional support, facilities, hardware, and software. Through these processes, the College ensures appropriate technology resources in support of the College mission and programs. The District also has a Disaster Recovery guide to respond to disaster situations and understand backup and recovery process. (III.C.1)

The College is supported through the District's Technology Plan 2021-2025. The Colleges and constituent groups are part of a process with District IT to drive the adoption of specific technology needs and following district technology guidelines that ensure considerations around infrastructure, data security, accessibility, and total cost of ownership are considered. The District plans for annual technology replacements and their cost following a five-year Technology Replacement Forecast. Evidence provided to the visiting team demonstrated the College's involvement in the District Technology Plan. It also showed that within that planning, priorities are assessed and evaluated for how much they support the College's mission, programs, services and operations. More importantly, evidence demonstrated that College input guides technology decisions in the District (III.C.2).

The College relies on the District to assure technology resources are implemented and maintained to assure reliable access, safety, and security. The Incident Response Playbook provides the Colleges and district tools to prepare for and mitigate cybersecurity threats against the District's information systems and ensure that technology systems are available and appropriately maintained. Through this District-level coordination, technology is sufficient regardless of location and modality (III.C.3).

The College provides faculty, students, staff, and administrators with instruction and support in the effective use of technology and technology systems. It recently hired an Educational Technology Specialist and a Media Services Specialist who work together to provide support for all software and hardware used by college employees and students. The College also relies on faculty and academic support staff to provide supplemental support regarding learning technologies to other faculty and students, respectively. (III.C.4)

The District and College 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)

Conclusion: The College meets the standard.

III.D. Financial Resources

General Observations

West Hills College Lemoore and the District conduct integrated planning that guides their annual and longer-term allocation of resources. Appropriate planning and resource allocation processes and procedures are defined and aligned with the District and/or College's Mission and Strategic Goals. Fiscal planning provides a process for allocating resources to programs and services that support student learning.

Findings and Evidence

Budget Planning and resource allocation processes are outlined in the Planning and Governance Manual, the budget flow chart, and the master calendar. The evidence presented by the District started with related board policies as well as Administrative Procedure 6200, Budget Preparation and Resource Allocation. It was last reviewed on 4/24/2018. As stated in the AP, the College adhered to due dates when presenting the Tentative Budget and later the Final Budget. Resource requests are through a shared governance process that comes out of program reviews, prioritized by the shared governance committees depending on the nature of the request. (III.D.1)

The budget planning processes and procedures indicate that budget development begins at the District level where base budgets are built. These procedures are defined by and implemented in accordance

with BP/AP6200. Delineation of roles and responsibilities are outlined in the District Function Map and provide concrete information on College responsibilities. The base budget is built according to the District's current and long-term goals and remaining funds are allocated to colleges based on their program reviews. WHCL revised its budget development process effective Spring 2022 to enhance integration of College planning in the process. Overall prioritization is completed by the Chancellor's Executive Cabinet following the Budget Master Calendar outlined in the District Governance Manual. (III.D.2)

The College and District have manuals outlining processes and procedures for resource allocation, planning, budgeting and funding of areas throughout the College and the District. WHCL and the District follow processes set within the College Governance Manual and District Governance Manual. Evidence, including annual audits, demonstrated effective implementation of these processes. Investigation of the standard found that said processes align with those of the College. Through this process, vetting allows for all constituencies to add feedback to recommendations prior to submission to the Chancellor's Executive Cabinet (III.D.3).

Upon initial review of the Master Calendar, the team found a timeline for resource allocation in which steps align with the release of the Governor's proposed budget in January and subsequent adjustments to the state budget. This process and timeline assure that the District and College are using accurate projections of revenue in the budget development process. WHCL budget planning demonstrates 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. Audited financial statements confirm the accuracy of financial statements. The budget process allows transparent access to financial projections to all constituents and the community (III.D.4).

The internal control system of the College is governed by AP 6300 and AP6301 – Fiscal Management and Fiscal Management Grants. The team found the College and District follow the fiscal management procedures. The processes are regularly evaluated, with the District and College making changes as needed to improve internal control systems. Audits indicated some prior weaknesses in internal controls and the District responded by refining these processes and supporting effective internal controls (III.D.5).

The credibility of the financial statements of the District and College is reflected in both internal and external reports. Internal reports include the budget and status reports prepared by the Business office monthly and the external reports are the annual CCFS-311 report and the Annual audit. The Foundation also undergoes separate annual audits. Audits have indicated accuracy of financial statements (III.D.6).

The external auditors communicated their findings and responses were comprehensive and timely. Based on the auditor's report, there are two compliance findings in 2020-21 and 2021-22 on restricted fund spending and omission of contracted language from Instructional Service Agreement. The institution responded with four corrective action plans and the auditors included the response in the audit report. (III.D.7)

Internal control structure was a previous finding in District annual audits. As a result, the College underwent an internal review of its control structures, processes and documents by updating Purchasing, Travel, and Business Office manuals. The manuals are now reviewed every February for any changes to take effect in July. Improvements from prior years' practices demonstrate a regular system of

evaluation and improvements in internal controls and budget development processes. Internal control systems for budget development and reporting have been systematically evaluated, resulting in implemented improvements. (III.D.8)

The cash reserves of the College are set at 20% as required by AP 6305 and clearly identified in the audit for transparency. The Business Office monitors and reports monthly cash flow including the monthly apportionment report to assure compliance with cash reserve policies. Reserves are adequate to support College and District functions and to support academic programs (III.D.9).

The District Business Office oversees the finances, including grants and financial aid. Processes in these areas assure effective use of funding within resource restrictions. An annual audit is conducted that includes Title IV financial aid and grants. These audits are made available and are reviewed by the Board of Trustees. The foundation is audited separately with these audits also being provided to the Board (III.D.10).

Both short term and long-term obligations are addressed through a multi-year budget projections on both revenues and expenditures such as cost escalations arising from COLA, collective bargaining agreements, estimated retirement rates, long term liabilities. Along with the projections come a 5-year plan for scheduled maintenance to ensure future obligations are met. (III.D.11)

The District's liabilities and future obligations include salaries, benefits, Other post-Employment Benefits (OPEB) liabilities, and accrued employee leaves. To ensure that these obligations are sufficiently budgeted, actuarial studies are regularly contracted. The District monitors its debt schedules, which are integrated into the annual budget and its multi-year fiscal projections. After monitoring, they make fiscally informed decisions such as the refinancing of the District Office building in 2021 to minimize costs. (III.D.12, III.D.13)

Fiscal internal controls ensure that funds are spent for intended purposes. These processes are outlined in the District's purchasing handbook, which defines roles and responsibilities of budget managers. The Board of Trustees is also provided monthly budget status reports for all auxiliary funds. The West Hills Community College District Foundation has its own internal controls through its board, which are annually audited. The College student government's spending is monitored by the College to ensure there are club minutes indicating approvals for spending (III.D.14).

The District has controls and procedures in place to ensure that they are following federal financial aid requirements. Funds are drawn down three days prior to disbursement and totals are based on the awards by financial aid offices. The District also contracts with a third party that conducts outreach to former student borrowers about repayment options. The evidence pointed out the improvement on the default rate from 14% down to 3.3%. This improvement is impressive in that it has occurred during years in which there were increases in the number of students borrowing. The enhanced monitoring and outreach have proven helpful. (III.D.15)

The College and District are governed by board policies and administrative procedures addressing the requirements for bids and contracts. Policies require that contracts valued at over \$15,000 require Board approval. In contrast, education-based contracts are approved by the College to ensure that they meet its students' educational goals. Based on the evidence provided, the District and the College

adhere to the board policy affecting bids and contracts. The Vice Chancellor of Business and Fiscal services at the District reviews liability and other potential issues that are specified in the Purchasing Handbook and Policy. (III.D.16)

Conclusion: The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

West Hills Lemoore College's participatory governance policies and procedures ensure that each campus constituency is responsible for its role in decision-making. The College created a *Planning and Governance Manual Handbook* with detailed information describing the roles and responsibilities of committee members and outlines the flow of information between committees. The Manual provides an overview of how decisions are vetted through standing governance committees and forwarded to the Planning and Governance Committee for final approval. Evidence shows campus wide participation in the shared governance process.

Findings and Evidence:

The College's participatory shared governance system includes seven governance committees representing different constituency groups in the College. These committees report to the Planning and Governance Committee. Ideas and/or innovations are brought to these committees for discussion and then forwarded to the Planning and Governance Committee for further discussion and approval. The College's shared governance process allows for and encourages administrators, faculty, staff, and students the opportunity to propose innovative ideas, practices and programs within the goals of the College and the mission. Examples were given of how an idea for innovation or improvement is vetted through their governance process (IV.A.1).

The College has established policies and procedures for broad participation in college decision-making including administrators, faculty, staff and students. The Associated Student Government clearly states in their Constitution that student senators are charged with the responsibility of representing student interests through various colleges spaces including serving on college committees. The College's Governance Handbook clearly describes the College's participatory governance process and the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and decision-making (IV.A.2).

Faculty and administrators have opportunities for providing input in institutional policies, planning, and budget through participation on college-level governance committees. Processes and roles are clearly defined in the West Hills College Lemoore Planning and Governance Manual. The handbook was last updated in September 2022 and regularly evaluated to improve effectiveness (IV.A.3).

The College and district have well defined rules and procedures in making recommendations about curriculum and student learning programs and services. Board policies and governance handbooks describe the responsibilities and authority of faculty and administrators in curricular and other

educational matters. Faculty and administrators review curriculum processes and make corrections when needed (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 has established several participatory governance committees for inclusion of relative perspectives in the College's governance. There are well-defined processes for communication before administrative and board decisions are made that impact faculty, staff, and students (IV.A.5).

The College has policies and procedures documented in the Planning and Governance Manual. Evidence shows decisions being communicated across the campus via reporting out to the Planning Governance Council and Academic Senate, and President's monthly newsletter published by the Presidents' office. The team confirmed that constituent groups on campus are aware of opportunities to participate in decision-making and the both the decisions and the process to come to these decisions are effectively communicated (IV.4.6).

The College evaluates their governance and decision-making policies, procedures, and processes regularly with survey instruments. College-wide surveys consistently revealed a high level of satisfaction with the governance and decision-making process. The team confirmed through interviews satisfaction with the governance process and that college constituencies work effectively and collaboratively toward establishing goals and strategies to achieve these goals (IV.4.7).

Conclusions:

The College meets the Standard.

IV.B Chief Executive Officer

General Observations:

The College President takes responsibility for the quality of student learning at West Hills College Lemoore through leadership in planning and operational processes, and the implementation of leadership structures to support campus needs. Through established processes, he also ensures institutional improvement while working effectively within the service area of the College. The team was impressed with the ways in which the President has engaged the local community in collaboratively addressing local conditions that impact students and community members alike. These actions have been to the benefit of students and have led to effective support of student needs.

Findings and Evidence:

There is written evidence detailing the president's responsibilities and the division of responsibilities between the President and the District leadership. The evidence provided shows a clear delegation of authority, as well as clear roles relative to the functions of the College and/or the District. Board Policy delegates authority to the Chancellor, who delegates responsibility for the Lemoore campus to the College President. Additionally, an organizational chart indicates how the College President delegates responsibility to two vice presidents, an athletic director, and two directors, and local law enforcement.

Senior level responsibilities at the District are delegated from the Chancellor to a series of district administrators. A functional map is provided delineating college and district responsibilities, and in most cases, responsibility is exclusive rather than primary, secondary, or shared. (IV.B.1, IV.B.2)

The College has a participatory governance manual that includes clear statements of responsibilities for governance committees, including their Planning and Governance Council. Planning processes and stakeholder roles are clear in the written process, and integration of these processes is also shown in its governance manual. The College governance manual and minutes define its goals, standards, evaluation of institution-set standards, planning and resource allocations. The team reviewed a resource prioritization list that was completed in detail, including rankings, recommendations and even possible budget sources. The team confirmed that the College holds to its mission and planning processes, including processes to ensure that external funding opportunities fully align with the College mission and goals. The College has developed visual representations of its planning processes that demonstrate an integration of planning and resource prioritization (IV.B.3).

The College President has taken the lead in the completion of the accreditation process, ensuring that all standards are met and creating a leadership team that completed the ISER and subsequent accreditation activities. The President provided regular updates to the campus community using language about accreditation that made the process understandable to those less than familiar with the process. Administrative procedure establish that the responsibility and authority for the accreditation process lies with the College President, including communication from the campus CEO to the campus. The President took leadership throughout the process to ensure that the self-study process was completed and that all additional evidence requested was provided.(IV.B.4)

The College President's job description includes the responsibility for the implementation of federal and state regulations, and Board Policies and procedures. The President's effective implementation of this role can be seen in the College's governance processes and procedures. The President has established a College governance process the ensure that the allocation of resources is tied to the institutional mission. This alignment is achieved through the implementation of the College's governance processes. The team confirmed the President is deeply committed to collegial decision-making and collectively defining the needs of the institution. Through his role, the President has ensured that resources are effectively used to support the College mission and achievement of its goals. (IV.B.5)

The CEO engages in regular dynamic communication with a spectrum of campus and community stakeholders. He has worked hard to bring together external and internal constituencies to support collaborative approaches to support students and the community. Documents show communications and events specifically designed to engage internal and external stakeholders within the College's service area. The President has engaged regional economic partners, city council leaders, area high schools (including strategic pre-meetings with college stakeholders), general community members/leaders for visioning, and community events held at the campus. Much of this collaboration was evident during the visit, most notably during the Public Forum and the team applauds the College for its connections with area education, civic and community partners, and the President in his leadership on these initiatives. (IV.B.6)

Conclusion: The College meets the standard.

IV.C. Governing Board

General Observations:

The WHCCD Board of Trustees has board policies and administrative procedures, which are regularly updated, that define the Board's role in ensuring educational quality and fiscal stability while serving the public interest. These policies and administrative procedures set clear expectations for ethical behavior and avoiding conflicts of interest. The Board appropriately delegates operational responsibilities to the Chancellor. The District provides opportunities for board member education and professional development and ensures board members are informed about student achievement as well as accreditation activities.

Findings and Evidence:

BP 2200 (Board Duties and Responsibilities) outlines the WHCCD Board of Trustees' authority and responsibilities to govern on behalf of the citizens in the District's service area. AP 2410 (Policy and Administrative Procedure) clearly lays out a review and approval process, showing that all policies and procedures are reviewed on a six-year cycle. The District posts the last review and upcoming review date for each policy and procedure on its website. The Board of Trustees has the authority through its policies and procedures to assure academic quality and financial stability. The team appreciates that WHCCD effectively organizes and presents their Board Policies (BP) and Administrative Procedures (AP), following a well-documented and up-to-date process for regularly reviewing all BPs and APs. (IV.C.1)

The WHCCD Board of Trustees is held to high standards of ethical conduct for its members as outlined in BP 2715 (Code of Ethics/Standards of Practice). This policy further describes the responsibility of the Board to function as a collective entity and describes potential violations, including Board members advocating against decisions once they are made or advocating for a single interest instead of the public good. The governing board of WHCCD acts as a collective entity. (IV.C.2)

The WHCCD Board of Trustees is held to high standards of ethical conduct for its members as outlined in BP 2715 (Code of Ethics/Standards of Practice). This Policy further describes the responsibility of the Board to function as a collective entity and describes potential violations, including Board members advocating against decisions once they are made or advocating for a single interest instead of the public good. The governing board of WHCCD acts as a collective entity. (IV.C.3)

BP 2200 (Board Duties and Responsibilities) states that the Board of Trustees is committed to representing the public interest and to monitoring institutional performance and educational quality. AP 2710 (Conflict of Interest) provides guidelines for protecting the public as it relates to potential conflicts of interest. BP 2716 (Political Activity) further protects the public interest by prohibiting members of the Board of Trustees from using District resources for political advocacy. The governing board is independent and reflects the public interest. (IV.C.4)

Many board policies address the governing board's responsibilities for ensuring educational quality and financial stability. BP and AP 2410 describe the process for establishing and revising policies and administrative procedures. BP 2200 (Board Duties and Responsibilities) 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 the 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 must publicly post goals approved by the Board on student performance and outcomes. 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 elections are structured to stagger terms of office to ensure that at least some members are in the middle of elected term, which provides a measure of continuity. (IV.C.9)

BP 2745 (Board Self-evaluation) describes the Board's process for evaluating its overall effectiveness. The Board of Trustees Self-evaluation Survey instrument helps the Board identify areas for improvement. The WHCCD Board of Trustees has established policies guiding the process and purpose of Board self-evaluation. The Board's self-evaluation report is archived on the District's website going back to 2010. The governing board regularly evaluates its practices and performance. The results are used to improve board performance. (IV.C.10)

BP 2715 (Code of Ethics/Standards of Practice and AP 2710 (Conflict of Interest) show that the Board has established policies governing behavior and ethics. As demonstrated by meeting 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 (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)

Conclusion: The College meets the Standard.

IV.D. Multi-College Districts

General Observations:

The Chancellor of WHCCD provides leadership in setting and communicating expectations and the District supports the effective operations of the Colleges. The District Function Map defines which roles and responsibilities are shared and which fall primarily under the District or the Colleges. The District has effective resource allocation processes tied to the District and College strategic plans. The District and College strategic planning process are aligned and contain measurable success indicators. The District ensures effective control of expenditures and regularly evaluates governance and decision-making processes to assist the Colleges in meeting educational goals.

Findings and Evidence:

The Chancellor communicates to all employees regularly through Chancellor's Updates and Chancellor's Newsletters. As part of convocation, the Chancellor presents a State of the District to faculty and staff. BP 2430 (Delegation of Authority to Chancellor) allows the Chancellor to delegate the administration of the Colleges, but the Chancellor is still responsible to the Board for the execution of delegated powers. The District Function Map, which is regularly revised, shows the delineation of functions between the District and both colleges. (IV.D.1)

The District Function Map communicates the operational responsibilities between the District and the Colleges. Revisions to the District Function Map go through governance processes including the Leadership Council, College Council at WHCC, and Planning and Governance Council at WHCL. 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 implemented required training sessions 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 duties and show that the College Presidents are responsible for implementing district policies. The College Presidents are evaluated by the Chancellor and are held accountable for their performance. Part of this evaluation includes a survey sent out to all full-time faculty and staff. Full authority and responsibility for the Colleges are delegated to the College Presidents who are held accountable for the operations of their respective Colleges. (IV.D.4)

Based on the Vision for Success goals, the WHCCD District Strategic Plan and the strategic plans of WHCC and WHCL focus on degree completions, transfer, unites to degree, employment, and equity. The 2021-26 District and College strategic plans provide detailed data and targets on these shared goals. The WHCCD Program Review includes administrative unit target outcomes and resource requests to achieve those outcomes. District strategic planning and evaluation are integrated with college strategic planning and evaluation to improve student learning and institutional effectiveness. (IV.D.5)

One of the four core commitments of WHCCD's District Strategic Plan is communication. As described in this plan, WHCCD will focus especially on listening to employees and students. Through established shared governance processes as outlined in the District Governance Manual, the District and Colleges work together to make effective decisions. (IV.D.6)

Every two years, the District administers a District Committee Communication and Effectiveness Survey to all governance committees. The survey is designed to support the District's Program Review process and to contribute to overall institutional effectiveness. College governance committees were also given the opportunity to suggest changes or improvements to the District Program Review Process. The District evaluates governance committees and processes, administrative units, and the delineation of roles. Results of these evaluations are communicated broadly and used as a basis for continuous improvement. (IV.D.7)

Conclusion: The District meets the Standard.

Quality Focus Essay

West Hills College Lemoore identified three projects to focus on to improve institutional outcomes. The team noted during the visit that the information gathered demonstrated the College's commitment to all three projects and that their creation was integrated in the established planning processes.

Project #1: Pathways 2.0 for Non-Traditional Students

This project features eight activities focused on increasing both enrollment and student success for students 24 and older, identified as "non-traditional" or "adult" students. The project also narrows student groups down to more specific student designations such as first generation, Active duty/military veterans, and non-native English speakers for disaggregation of data in future assessments. Core components to the project include identification of key parts of the service area for outreach to non-traditional students, focused recruitment efforts dedicated outreach, assistance during the matriculation process, and support that is consistent with the tenets of Guided Pathways.

The College strives to increase the number of associate and associate degree for transfer earners among adult learners. The team also appreciates that the College will also use other metrics in the projects (e.g. enrollment growth, persistence rates), especially given that many non-traditional students attend part-time and may succeed (e.g. certificate, sustainable job attainment, career advancement) without necessarily earning a degree in the years leading up to the midterm report.

Project #2: Best Practices in Authentic Assessment and Data Integration

With the recent integration of two technology platforms at the College, this project seeks to increase data integrity as it assesses at the course, program, service, and institution levels. The project will also expand its data efforts to measure and evaluate student engagement, support and retention. In total, seven activities were identified as steps to follow during the project, including review of assessment, curriculum and program review processes, professional development in those areas – for both platforms, analysis of best practices for both platforms, and review of the technology itself in the coming years.

The team commends the College for its efforts to align technology toward the crucial goals of effective, organization-wide assessment and student success. These efforts will enhance outcomes data integrity that will be reflected on during two-year assessment cycles. The team encourages West Hills College

Lemoore to review outcomes and achievement assessment reflections to assess and improve course student learning outcomes before the next course offering. The team also commends the college for its efforts to effectively map and assess CSLOs, PLOs, and ISLOs toward course, program and institution-level improvements.

Project #3: Initiative Creation and Flow Process

This project will utilize data to log, operationalize, and track progress of initiatives as they happen at the College. As part of the tracking, the College will measure the impact on student learning and achievement. Part of the project involves better defining the role of the data team in the governance process.

The project action plan identified six activities that will be an ongoing cycle of implementation and includes strategic sessions to identify initiatives, college-wide initiative identification, communication of these identified initiatives, review of involved data, and review of processes involved in identified initiatives. The Initiative Creation Process has been established to provide a more direct application of program review analysis to institutional planning and integrated effectiveness of student success. This process allows trends that surface during program reviews to be investigated by the data team. The Pro-Active Student Support Committee is tasked with developing an initiative to address the trend.

The team applauds the College for its work to create initiatives based on data to target interventions for high enrollment courses with low success rates, as they should impact student learning and achievement.

Appendix A: Core Inquiries



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 17, 2023.

Rudy J. Besikof, Ed. D.
Team Chair

West Hills College Lemoore

Peer Review Team Roster

Team ISER Review

October

Dr. Rudy Besikof, Team Chair Laney College President	Dr. Ryan Cornner, Vice Chair Glendale College Superintendent President
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Dr. Thea Sweo Alvarado Pasadena City College Dean of Social Sciences and Distance Education	Mr. Kelly Enos Los Angeles Mission College Professor, Criminal Justice
Dr. Douglas Eisner Fullerton College Professor, English	Mr. Chad Lewis Lassen Community College Interim Dean of Instruction Accreditation Chair
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Dr. Jamey Nye Los Rios Community College District Deputy Chancellor	Dr. Dettie Del Rosario Laney College Vice President of Administrative Services
ACCJC STAFF LIAISON	
Gohar Momjian Vice President	

Summary of Team ISER Review

INSTITUTION: West Hills College Lemoore

DATE OF TEAM ISER REVIEW: October 17, 2023

TEAM CHAIR: Rudy J. Besikof, Ed.D.

A ten-member accreditation peer review team conducted Team ISER Review of West Hills College Lemoore on October 17, 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 address Eligibility Requirements, Commission Standards, and Commission Policies and provide substantial evidence toward the College's adherence to the Accreditation Standards. 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 the College's analysis of its adherence to Standards as well as a Quality Focus Essay presenting plans core to the institution mission and aimed at increasing enrollment and completion through pathways, and support for innovation through authentic assessment of student learning.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 1, 2023, and held a pre-review meeting with the College CEO on August 17, 2023. The entire peer review team received team training provided by staff from ACCJC on August 20, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review. The Team conducted a Meet and Greet and Open Forum on October 4, 2023.

Prior to the Team ISER Review, team members reviewed all standards, conducted analysis of provided evidence, and discussed areas in need of further clarification. The College provided additional evidence, as requested, to support the Team in its effort. During the Team ISER Review, the team spent time discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. Through this process, the team further synthesized their findings to validate the excellent work of the College and identified standards the College meets. In conclusion of the review process, the Team developed Core Inquiries to be pursued during the Focused Site Visit, which will occur February 22-23, 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The College should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. During the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

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.

<p>Core Inquiry 1: The team is interested in learning how the College plans to ensure assessment of course, program, and institution level learning outcomes occurs in a consistent manner.</p>
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Standards or Policies: I.B.2, II.A.11, II.A.13

Description:

The team reviewed eLumen and reports on course outcomes assessed and found low rates of assessment. We would like to understand if we are reading the reports in eLumen correctly. The team was not able to verify that the College assesses student learning outcomes for all instructional programs and student and learning support services. (I.B.2.) Specifically, the team could not fully validate that there were student learning outcomes for all programs (II.A.11) and for specialized or interdisciplinary programs (II.A.13). The team would also like to better understand how outcomes are assessed and evaluated and what kinds of changes have been made for continuous improvement. The team is interested in how the College came to prioritize their processes for more rigorous and consistent outcomes assessment and case management as written in project #2 of the QFE.

Topics of discussion during interviews:

Student Learning Outcomes – cycles and rates of assessment for course, program and institutional learning outcomes.
Improvement made after outcomes assessment.

Request for Additional Information/Evidence:

Any updated reports indicating what percentage of course, program, and institutional learning outcomes have been completed.
Any reports or documentation demonstrating the mapping of learning outcomes and how results are analyzed to support institutional improvement.
Any examples of how course learning outcomes have been mapped to programs, and/or examples that demonstrate the assessment of student learning at the program level.
Examples of assessments which have led to improvements at the course, program, and institutional levels.

Request for Observations/Interviews:

- a. Persons and Groups related to student learning outcomes
- b. Outcomes Assessment Committee (OAC)

Core Inquiry 2: The team is interested in the College's process for the approval of classes to be taught in the Distance Education modality and how the College ensures regular and effective contact in online courses per the College's Distance Education Administrative Procedure 4105 and ACCJC's Policy on Distance and Correspondence Education?

Standards or Policies: Standards IIA.2 and IIA.7, Policy on Distance Education and Correspondence Education

Description:

The team reviewed the sampling of Canvas shells provided.
The team reviewed CORs in eLumen and determined that some courses approved for DE modality were missing the DE addendum required in the College's curriculum review process.
The team requires evidence of regular and effective contact in the sample of Canvas shells provided.

Topics of discussion during interviews:

What is the approval process for classes taught in the distance education modality? Is the College following its process consistently?

How does the approved DE Addendum translate to the regular and effective contact described in the College's DE AP 4105 and the ACCJC Policy on Distance and Correspondence Education?

Since eLumen is the system of record for curriculum, has the College ensured that all required elements are entered? Do some of the questions relate to the prior blanket addenda that were permitted by the state in 2020 and 2021, as well as the transition after the period when blanket approvals were allowed due to the global pandemic?

Since office hours are utilized as a part of regular and effective contact, how is this performed in classes with part-time faculty? Are other mechanisms utilized in these cases to ensure compliance with the Standards and ACCJC Policy?

Request for Additional Information/Evidence:

Approved Distance Education Addendums for courses taught in a DE modality, if they exist outside of eLumen

Evidence of regular and effective contact, if not visible in Canvas shell.

An additional random sample of online courses from the Fall 2023 semester.

Request for Observations/Interviews:

Chair of Curriculum Committee

Dean of Educational Services

Acting Vice President of Educational Services

Any Distance Education Committee, work group or other leadership group that consults on Distance Education at West Hills Lemoore.

Faculty who teach online.

Core Inquiry 3: The Team is interested in better understanding the criteria for evaluating part-time faculty and the process for completing these evaluations within the College's stated intervals. Given the need for part-time faculty to assist in curriculum development and other outside of classroom activities, the Team seeks to better understand those responsibilities and how they are communicated to part-time faculty.

Standards or Policies: Standards III.A.5 and III.A.8

Description:

- a. The team reviewed the evaluation procedures for all employee groups. While there are written criteria for employee groups, part-time faculty procedures appear to lack formality of written responsibilities.
- b. The Team evaluated the faculty evaluation tracking document, it appears based on the document that nearly half of part-time evaluations have not been completed on the stated interval.
- c. There appears to be the need for office hours to support regular and substantive interaction in Distance Education, as well as the need for part-time faculty to be involved in curriculum development, but it is not clear what part-time faculty are required to do outside classroom responsibilities.

Topics of discussion during interviews:

- a. Process for conducting part-time faculty evaluations.
- b. Process for tracking the completion of evaluations of personnel and the implementation of the process.
- c. The manner in which part-time faculty responsibilities, evaluation criteria, and evaluation processes are communicated to the respective part-time faculty members and validated through the evaluation process.

Request for Additional Information/Evidence:

- a. Written job responsibilities for part-time faculty, including required elements of employment versus those which are encouraged.
- b. An updated reporting of which evaluations were completed within the stated interval, and which were not.

Request for Observations/Interviews:

Chief Instructional Officer and other administrators and faculty involved in part-time faculty evaluations.
West Hills Community College District Human Resources representatives with purview over part-time faculty job responsibilities and/or evaluation processes.
Any part-time faculty who could speak to the evaluation process.

Core Inquiry 4: The Team is impressed with the success of the OER/ZTC textbook program at West Hills College Lemoore. The Team is interested in how the program was developed; how it continues to expand; how faculty are incentivized to create, adopt, and/or use OER textbooks; and how this program is communicated to students. The College has approached its OER/ZTC textbook program mindful of its equity implications, so the Team would like to learn if the College can demonstrate higher student retention and success numbers for students they've identified as disproportionately impacted.

Standards or Policies: Standards II.A.7 and II.B.2

Description:

One of the College-wide goals is to "increase the number of course sections, certificates, and degrees identified as Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) with Open Educational Resources across all disciplines"
The College has indicated a large percentage of classes that are using ZTC or LTC textbooks for class
The College has calculated a large cost-saving to students
It would seem that the OER/ZTC textbook program has implications for QFE #1

Topics of discussion during interviews:

How was the OER/ZTC textbook program developed, and why was it developed?
Does the College think that this program is specifically useful to WHCL's mission and service area?
How does the OER Librarian and the committee encourage faculty to choose OER textbooks for their classes?
Do faculty experience challenges in switching to OER textbooks and what does the College do to support faculty in this process?
Is the Schedule of Classes the only way that students learn about this program and these classes, or does the College have other strategies?

Request for Additional Information/Evidence:

A narrative history of the development of the program, especially in regard to faculty input and broad support of the program

Examples of the ways in which the College communicates the existence and benefit of the program to students beyond the schedule of classes

Any evidence of how the College is tracking the impact of the program on increasing student persistence and success and attainment of degrees and certificates, including any data that the College has compiled.

Any evidence that demonstrates a positive effect on disproportionately impacted students.

Request for Observations/Interviews:

Interview the OER Librarian and any other faculty that are involved in this process

Interview with faculty who are using OER resources to better understand their experience

Interview with students who are enrolled in class using OER resources to better understand their perspective, especially whether they chose classes based on this characteristic, and how they think it affected their ability to succeed in a class, but also persist to a degree or certificate.