



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

CORE INQUIRIES

Porterville College
100 E College Avenue
Porterville, CA 93257

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 19, 2025.

Dr. John C. Hernandez
Team Chair

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Porterville College

Peer Review Team Roster

Team ISER Review

March 19, 2025

CHAIR	VICE CHAIR
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Summary of Team ISER Review

INSTITUTION: Porterville College

DATE OF TEAM ISER REVIEW: March 19, 2025

TEAM CHAIR: Dr. John C. Hernandez

An accreditation peer review team conducted Team ISER Review of Porterville College on March 19, 2025. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report and supporting evidence. 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 report to be a comprehensive document detailing the college's alignment to the 2024 Accreditation Standards, Eligibility Requirements, and Commission policies. The College provided a thoughtful report, reflecting on the institution's transformational processes, equitable student outcomes, and planning for continuing institutional improvement.

In preparation for the Team ISER Review, the team chair attended a team chair workshop on December 4, 2024, and held a pre-review meeting with the college CEO on January 16, 2025. The entire peer review team participated in a team workshop provided by staff from ACCJC on January 30, 2025. Prior to the Team ISER Review, team members completed their assessment of the college's alignment to the Accreditation Standards and policies, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning 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 meets Accreditation Standards, Eligibility Requirements, and Commission policies. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur during the week of September 15, 2025.

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. During the Focused Site Visit, the team will tour the facilities, conduct scheduled meetings and an open forum, gather additional information to further their analysis to determine whether all standards are met, and accordingly finalize their Peer Review Team Report, which will identify 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. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues that 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:</p> <p>The team is impressed with the college’s robust data capacity and data driven focus to improve success and equitable outcomes of identified student groups.</p>
<p>Standards or Policies:</p> <p>1.3</p>
<p>Description:</p> <p>The college has an elevated awareness for using data to disaggregate achievement gaps and evaluate student progress. The student success targets and tactics establish measurable goals to support students in their educational journeys. The development of these goals is quantitatively derived from historical performance data and is reviewed and approved by the College Council and the Accreditation Committee. Additionally, robust data capacity with dashboards provides the tools to monitor course completion and success metrics categorized by over twenty student attributes. This data-driven focus has led to improvements in the success and outcomes of identified student groups and has garnered recognition from Achieving the Dream (ATD).</p> <p>The College’s Strategic Plan (Strategic Direction 1) incorporates regular and meaningful disaggregation of data, showcasing the institution’s robust data capacity, as evidenced by data dashboards that surpass state-level offerings. The institution’s commitment to evaluating its progress for ongoing improvement and innovation is reflected in the integration of data review into the program review process, as well as in the annual “Targets and Tactics.”</p> <p>The team would like to learn more about how these efforts have assisted the college in improving equitable student outcomes and the establishment of attainable targets.</p>
<p>Topics of discussion during interviews:</p> <p>How pervasive is the use of data to disaggregate achievement gaps, including the usage of the college’s robust dashboard across all sectors of the institution?</p> <p>How are strategies identified and implemented to reduce achievement gaps?</p> <p>To what extent has the disaggregation of data been incorporated within program reviews or other assessment practices?</p> <p>What improvements and innovations have resulted from the college’s approach to data disaggregation?</p> <p>The College established a Data Team to focus on improving student success and reducing equity gaps. In 2022, and Data Team were reorganized to be part of the Guided Pathways initiative. What has been the impact, and/or the outcomes achieved from the Data Team? How has this work informed progress on the college’s targets and tactics?</p>
<p>Request for Additional Information/Evidence:</p> <p>Examples of how the college uses meaningful disaggregated data to identify equity gaps, and to engage in planning and improvement to close these gaps.</p> <p>Examples of improvements and/or innovations that have resulted from these efforts.</p>

Any other documentation highlighting the use and analysis of disaggregated data to identify achievement gaps and efforts made to address these gaps.

Request for Observations/Interviews:

College President

VPs of Instruction and Student Services

Academic Senate President

A representative sample of faculty from various disciplines.

Director, Institutional Research

Members of the Data Team.

Additional individuals who have a role in these efforts.

<p>Core Inquiry 2:</p> <p>The team acknowledges the college’s effective efforts in promoting inclusive teaching methodologies that ensure equivalent learning outcomes in both in-person and online modalities.</p>
<p>Standards or Policies:</p> <p>2.6</p>
<p>Description:</p> <p>The team observed evidence in the ISER of approaches, including momentum points gained through the Peer Online Course Review (POCR), the use of the CVC OEI Course design rubric, the college's student-centered teaching workshops, the tips for online success project, and TALE-fest, that have contributed to equitable success rates of students in both in-person and online teaching modalities.</p> <p>The team is interested in learning more about how the college is achieving comparable outcomes in its teaching modalities.</p>
<p>Topics of discussion during interviews:</p> <p>What is the process for assessing Regular and Substantive interaction (RSI) in online classes?</p> <p>How does the DE certification process contribute to the success rates in the online modality?</p> <p>How are students prepared for success in the online modality?</p> <p>How is the college assessing the effectiveness of its teaching modalities and determining improvements?</p> <p>What other practices does the college engage in that contribute to its equitable success rates in both in-person and online teaching modalities?</p>
<p>Request for Additional Information/Evidence:</p> <p>Data or analysis completed to determine which practices lead to impactful outcomes.</p> <p>Documentation of resources and/or training methods for faculty to teach in both in-person and online modalities.</p> <p>Documentation of training/resources provided to students for their success in both in-person and online modalities.</p> <p>Documentation of how RSI is assessed.</p> <p>Documentation of how the college is assessing the effectiveness of its teaching modalities and using the results to identify improvements.</p> <p>Any other documentation highlighting the college’s efforts to achieve equivalent learning outcomes in both in-person and online modalities.</p>
<p>Request for Observations/Interviews:</p> <p>DE Coordinator</p> <p>Director, Institutional Research</p> <p>Distance Education Committee Members</p> <p>A representative sample of faculty from various disciplines</p> <p>Assistant Director of Academic Technology and Professional Development</p>