

Accreditation Midterm Report

Due: March 2021



Submitted to:

Accrediting Commission for Community and Junior Colleges

10 Commercial Boulevard, Suite 204


Novato, CA 94949

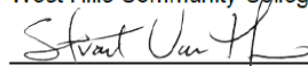
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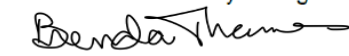
TO: Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges

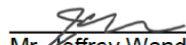
FROM: West Hills College Coalinga

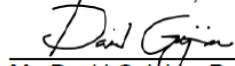
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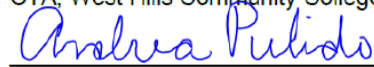

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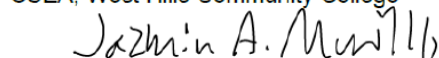

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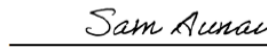

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Report Preparation

Overview:

Accreditation is an on-going continuous process of reflection and improvement to advance student achievement. Therefore, the work involved with making improvements to college programs and services continued from the last institutional accreditation visit in 2017 and with the [2018 Follow-Up Report \(A0\)](#). Since then, West Hills College Coalinga has been engaged in various efforts and actions to address the Accrediting Commission for Junior and Community Colleges (ACCJC) [recommendations \(A01\)](#), develop plans for the improvement, and implement initiatives such as the Guided Pathways to further the work of serving students.

Report Timeline:

Fall 2019:

- Analysis of progress in addressing visiting team recommendation, plans based on the institutional 2017 self-evaluation report, and quality focused projects.
- Institutional Effectiveness and Accreditation Committee (IEAC) assignments and gathering of report information
- Develop outline for report

Spring 2020:

- Institutional Effectiveness and Accreditation Committee (IEAC) continue with assignments and gathering of report information
- Start the work with drafting of the report

Fall 2020:

- Finalize draft report by IEAC
- Submission to College Council for review and approval

Spring 2021:

- Board of Trustees review and approval
- Submission to ACCJC (March)

Primary Responsibility:

The primary task with preparing, gathering, and writing the Midterm Report was assigned to the IEAC. Committee members were assigned different areas to focus on with assessing any gaps with recommendations, identifying plans for improvement, describing progress on quality focused essay projects, and gathering the information required to respond to the different elements of the report. The report was submitted to the College Council for review and constituent feedback.

Evidence:

- [Accreditation Follow Up \(A0\)](#)
- [ACCJC Recommendations \(A01\)](#)

Plans Arising from Self-Evaluation

The 2017 self-evaluation process yielded several areas of improvement and plans. These areas of improvement were interwoven throughout the 2017 Institutional Self-Evaluation Report (ISER) including the Quality Focused Essay.

The improvement areas and plans include:

- Institutional Planning
- Professional Development
- Organizational/Committee Structures
- Resource Allocation
- Curriculum
- Assessment
- Culture

West Hills College Coalinga has been engaged in deliberate discussions and actions to address the improvement areas to advance student success. The discussions and actions have afforded the college to reassess its efforts, make changes, review processes, develop new practices, and implement programs and services to support student success.

Institutional Planning:

West Hills College Coalinga has developed and updated its institutional planning documents. The Educational Master Plan (EMP) was developed with constituent feedback. Throughout the development and planning process, constituent groups with responsibility for educational programs, facilities maintenance, operations, and planning participated in a number of discussions and planning meetings. Business leaders and members of the community were also consulted as part of this process to evaluate regional programs and demands. Furthermore, student input was also sought as part of the planning process. The result is an integrated approach to institutional planning that supports curriculum and academic success for students.

In conjunction with the [Strategic Plan \(A1\)](#) the [college \(A2\)](#) and the district identified objectives that formed the initiatives and recommended actions contained in the [EMP \(A3\)](#) (2018-2022).

The EMP focuses on several key objectives that include:

- Implement Guided Pathways
- Build Curriculum Aligned with Regional Demand
- Reinvest in College Facilities
- Enlist Results-Driven Approach to Student Success
- Strengthen and Diversify Community Partnerships
- Rejuvenate Communication, Data and Technology Platforms to Better Access and Manage Information
- Provide Comprehensive Integrated Planning and Professional Development

Furthermore, the district [Facilities Plan \(A4\)](#) outlines the direction for all district facility-need, which includes West Hills College Coalinga, West Hills College Lemoore, North District Center-

Firebaugh, and the Farm of the Future. The macro approach to facilities need enables the district to plan for specific college operation needs that are necessary to make improvements.

Professional Development: *Instituting a staff Professional Development Committee to define and enhance the faculty role in the governance process and those relationships in ongoing accreditation efforts.*

The college has established a Professional Development Committee (PDC). The PDC is one of the standing committees that is part of the [participatory governance \(A5\)](#) process and structure at West Hills College Coalinga. The PDC is “responsible for the continuum of strategic professional development opportunities for all faculty, staff, and administrators to become better prepared to respond to evolving student needs and measures of student success.”

Outputs for the committee include in part:

1. Communicate and provide searchable resources of available professional development activities to campus staff and faculty
2. Maintain an online professional development calendar for all related activities
3. Deploy campus-wide surveys to poll staff and faculty regarding professional development activities, planning and implementation
4. Provide access to professional development feedback and any documents received from all professional development activities

PDC membership includes full-time faculty, adjunct faculty, classified staff, and administration. Faculty participation and involvement is sought and included as part of the planning for college professional development days and events. This is evident in the topics and presentations that are delivered and discussed in various professional development and learning events that are planned and facilitated by the college to support faculty/staff and to enhance student learning. For example:

- I. Professional Development (PD) Days:
The college hosts PD Day activities each semester. The [Fall 2019 Professional Development \(A6\)](#) and [Spring 2020 Professional Development \(A7\)](#) topics included in part: curriculum, student learning outcomes, distance education/online teaching, accessibility, instructional technology and student support. The topics provided support and strategies for faculty and staff intended to further advance student learning.
- II. Brown-Bag Learning Sessions:
The college instituted Brown-Bag Learning Sessions to provide additional opportunities for faculty/staff to learn, explore, and discover ideas surrounding wellness, working collaboratively and serving students. The [Fall 2019 Brown Bag Sessions \(A8\)](#) and [Spring 2020 Brown Bag Sessions \(A9\)](#) included topics such as mental health, stress management, suicide awareness, Zoom, Canvas, and Kahoot. The presentations and discussions focused on providing personal support for faculty/staff and how to address issues related to health and wellness as well as learning technologies to support interaction with students.
- III. On-Going Learning Events:
The college continues to host learning events to support faculty and staff. For example, in Summer 2020, the college hosted a number of learning workshops focused on: [distance education and accessibility \(A10\)](#) and [instructional technology and learning](#)

[support \(A11\)](#). The learning workshops were designed to assist faculty with remote/distance education learning during COVID-19.

Through the work of the PDC and the various learning efforts, the college is able to ensure participatory governance and to advance quality education for students. Additionally, the work also allows the college to continue to meet accreditation standards specifically in human resources as outlined in standard III.A.14. Doing so enhances the relationship between participatory governance, quality education, student success, and accreditation.

Organizational/Committee Structures: *Reviewing organizational and committee structures including Budget Resources, Program Review, Infrastructure and Risk Management and assessing for effectiveness; making improvements.*

The structure and organization of committees is outlined in the college Participatory Governance and Integrated Planning [Manual \(A5\)](#).

Each committee structure and organization follows the following format:

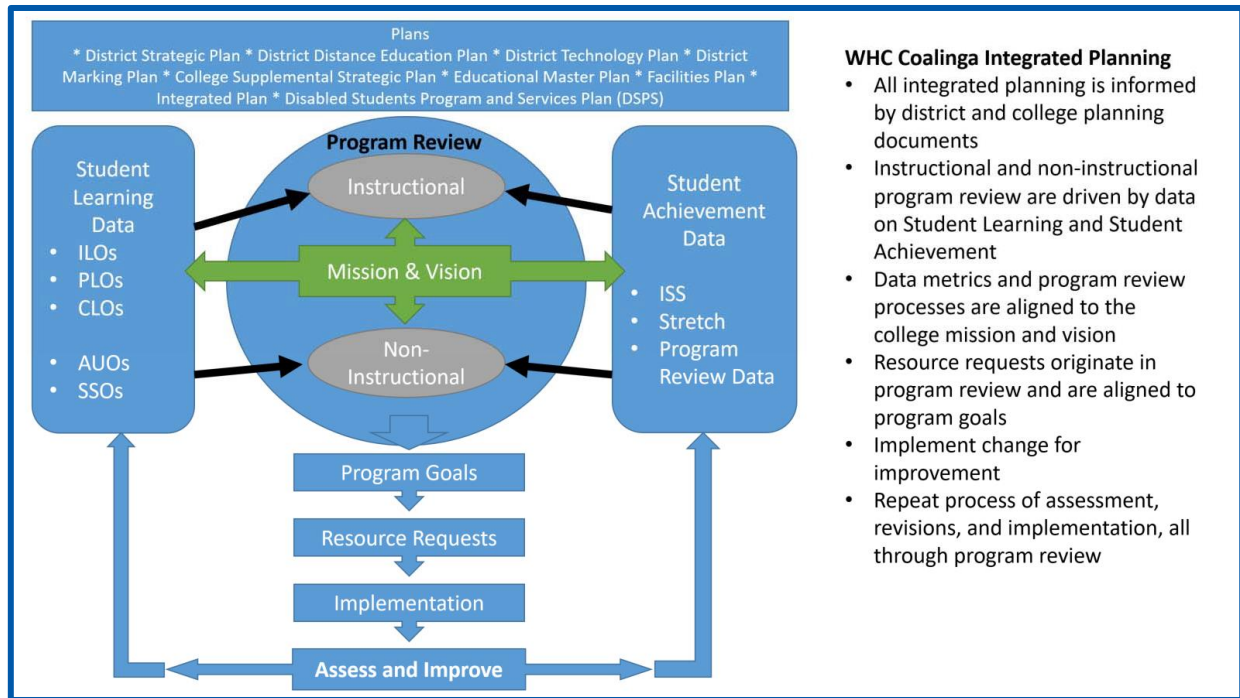
- **Description/Mission/Charge:** Describes the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.
- **Governance Integration:** Describes how the committee contributes to, and advances, a college culture that embraces: planning, outcomes, resource management, and professional development.
- **Outputs:** Committee reports, output documents, products, etc.
- **Membership:** The make-up of the committee – faculty, staff, administrators
- **Membership Terms:** The length of term for each committee member and the chairperson's term
- **Meeting Frequency:** The frequency of committee meetings.
- **Committee Evaluation:** Indicates when the committee will conduct its self-evaluation

All standing committees for the college, including Budget Resources, Program Review, and Infrastructure & Safety Committees, have an outlined description for their purpose, governance integration, outputs, membership, terms, and meeting frequency. Additionally, to ensure student voice, the College Council, Infrastructure & Safety Committee, Institutional Effectiveness & Accreditation Committee, and Student Success Committee have student membership. Each standing committee has a dedicated internal webpage for collaboration and storage of pertinent information and documents.

The [Budget Resources Committee \(A12\)](#), [Program Review Committee \(A13\)](#), [Infrastructure & Safety Committee \(A14\)](#) include membership from the different classifications: faculty, classified staff, and administration. Each of the committees report to the [College Council \(A15\)](#). Actions taken by each committee are reported to the College Council for formal adoption and/or open discussion as part of the college's integration process.

Resource Allocation: *Strengthening integration of planning and resource allocation and College Planning Council*

The college’s integrated planning model allows for purposeful review of progress, analysis of student achievement, identification of needs, measurement of meeting college goals including institutional-set standards, formation of action plans for improvement (instructional and non-instructional), and the determination of resources to meet needs and goals.



To ensure integrated planning and shared governance, the College Council relies on the work, recommendations, and proposals from the different committees that represent those various stakeholders and constituent groups.

For example – Resource Allocation

- ➔ The College Council relies on the recommendations and proposals from the Budget Resource Committee.
- ➔ Budget Resources Committee relies on requests from the college programs, departments and learning areas submitted through program review.
- ➔ The Program Review Committee reviews alignment of programs, departments and learning areas with the college mission, progress in meeting goals, assessment of student achievement (including outcomes), and plans for improvement. The resource needs requested by programs are driven by the goals and improvement plans identified in the program review.

Curriculum: *Curriculum relevance to college mission, Board Policy and Degree/Program Pathways as the way to increase completion and success*

Relevance to the institutional mission is a central component of the courses and instructional degrees/certificates the college offers. Courses are reviewed based on a curriculum review cycle to ensure currency, applicability to degrees/certificates, transferability to university, and career readiness. Similarly, degrees/certificates are updated based on course changes within the curriculum.

For career technical education degrees/certificates, community needs, employer and industry demands inform the development and continuation of offerings in these areas. Disciplines that desire to create a new degree or certificate option complete a program review to determine alignment with college mission, assessment of student achievement/outcomes, identification of industry needs and plans for improvement.

The History subject area is an example. While the college offers a number of history courses as part of its general education offerings, there is no discipline-specific History degree. Therefore, the discipline faculty recently submitted a [History \(A16\)](#) program review to the Program Review Committee. The primary objective was to showcase the need and relevance to the college mission for developing an Associate of Arts for Transfer Degree in History.

Guiding students to achieve their educational and career goals whether earning a certificate or degree, transferring to a 4-year university, or securing a career in their field of study are central to the objectives of the college. To this end, the college through the [Student Success Committee \(A17\)](#), in collaboration with college faculty, developed curricular maps in alignment with [Guided Pathways \(A18\)](#) for the various degrees/certificates offered at the college. For example:

- [Geography \(A19\)](#)
- [Liberal Arts \(A20\)](#): Social & Behavioral Science
- [Political Science \(A21\)](#)
- [Psychology \(A22\)](#)

Assessment: *Full implementation of the eLumen platform with a focus on continuously integrating the tool for use in the program review process, assessment and informing plans for improvement*

The college has implemented the use of the [eLumen \(A23\)](#) platform for curriculum and outcomes assessments. Information from the outcomes assessment is used by faculty to review progress toward institutional-set standards, identify gaps, and develop plans for improvement. This information is also generated as part of the overall analysis of data needed for program review.

Culture of Continuous Improvement

Through the review, development, implementation, and refinement of college practices, programs, and services, the college experiences greater cross-campus engagement through participatory governance. Furthermore, as the college has worked to integrate planning with resource allocation, provide support to employees through professional development, and aligned curriculum and guided pathways with the institutional mission a culture of continuous improvement emerged with an aim toward advancing student achievement at West Hills College Coalinga.

Evidence:

- [West Hills Community College District Strategic Plan \(A1\)](#)
- [West Hills College Coalinga Strategic Plan Supplement \(A2\)](#)
- [Educational Master Plan \(A3\)](#)
- [Facilities Plan \(A4\)](#)
- [Participatory Governance and Integrated Planning Manual \(A5\)](#)
- [Fall 2019 Professional Development Day \(A6\)](#)
- [Spring 2020 Professional Development Day \(A7\)](#)
- [Fall 2019 Brown Bag \(A8\)](#)
- [Spring 2020 Brown Bag \(A9\)](#)
- [WHCC Distance Education Training June 2020 \(A10\)](#)
- [WHCC Learning Sessions Summer 2020 \(A11\)](#)
- [WHCC Budget Resources Committee Charge \(A12\)](#)
- [WHCC Program Review Committee Charge \(A13\)](#)
- [WHCC Infrastructure & Safety Committee Charge \(A14\)](#)
- [WHCC College Council Charge \(A15\)](#)
- [History Program Review \(A16\)](#)
- [WHCC Student Success Committee Charge \(A17\)](#)
- [Guided Pathways Pillars \(A18\)](#)
- [Geography Curricular Map \(A19\)](#)
- [Liberal Arts – Social & Behavioral Science Curricular Map \(A20\)](#)
- [Political Science Curricular Map \(A21\)](#)
- [Psychology Curricular Map \(A22\)](#)
- [eLumen Platform \(A23\)](#)

Response to Team Recommendations

College Recommendation 1

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

To support faculty and staff, the college's Professional Development Committee (PDC) works to support learning opportunities in coordination with campus constituents. The PDC is a standing committee of the college and therefore part of [participatory governance \(B1\)](#) process to ensure planning integration and alignment with the college mission. Membership in this committee includes full-time faculty, adjunct faculty, classified staff, and administration. The PDC is "responsible for the continuum of strategic professional development opportunities for all faculty, staff, and administrators to become better prepared to respond to evolving student needs and measures of student success."

Employee participation and involvement is sought and included as part of the planning for college learning events. This is evident in the topics and presentations that are coordinated and delivered for various professional development and learning events. For example:

- I. **Brown-Bag Learning Sessions:** These were designed, developed, and facilitated to provide additional support for staff/faculty to spark new insights and introduce practices that support each other and students. The [Fall 2019 Brown Bag Sessions \(B2\)](#) and [Spring 2020 Brown Bag Sessions \(B3\)](#) included topics such as mental health, stress management, suicide awareness, Zoom, Canvas, Kahoot, etc. The topics were relevant across all employee groups from classified staff and faculty to management/administration.
- II. **Professional Development (PD) Days:** These are held every semester and focus on topics that are of interest to faculty/staff. For example, the [Fall 2019 Professional Development \(B4\)](#) and [Spring 2020 Professional Development \(B5\)](#) included topics such as: curriculum, student learning outcomes, distance education/online teaching, accessibility, instructional technology, student support, etc. The topics highlighted support for faculty and strategies to further advance student learning.
- III. **On-Going Learning Events:** The college continues to host relevant and timely learning events to support faculty and staff. For example, in the summer 2020, the college hosted a number of learning workshops focused on: a) [distance education and accessibility \(B6\)](#), b) [instructional technology and learning support \(B7\)](#). The workshops were designed to assist faculty with remote/distance education learning during COVID-19.

Additionally, the college provides opportunities for faculty/staff/managers to attend outside conferences, learning events to advance student success and to support employees in their work. For example, the college was able to send a team of twelve (12) employees consisting of

faculty, classified staff, and managers to the [2020 Achieving the Dream Conference \(B8\)](#) in Maryland in February 2020. The conference provided the opportunity for the WHC Coalinga team to network with peers and learn from others about curriculum, advising/counseling, equity, pathways, etc.

Through the various learning events, WHC Coalinga is able to provide a professional development program to its employees to advance the mission of the college and to support students.

The college regularly seeks input and provides opportunity for faculty, staff, and managers to assess and evaluate the professional development offerings at the college.

- [Fall 2019 Professional Development Survey \(B9\)](#): Provided opportunities for all faculty, staff, managers to provide input on the Brown Bag Learning Sessions and about future professional development topics/sessions.
- [Workshop/Conference Feedback \(B10\)](#): Allows faculty, staff, managers who attended workshops or conferences to provide input/feedback/assessment of the learning event.

Through the feedback sought from faculty, staff, and managers, the college is able to make adjustments and changes to its effort in order to continually meet employee needs and to further advance the mission of the college.

Evidence:

- [Participatory Governance and Integrated Planning Manual \(B1\)](#)
- [Fall 2019 Professional Development Day \(B2\)](#)
- [Spring 2020 Professional Development Day \(B3\)](#)
- [Fall 2019 Brown Bag \(B4\)](#)
- [Spring 2020 Brown Bag \(B5\)](#)
- [WHCC Distance Education Training June 2020 \(B6\)](#)
- [WHCC Learning Sessions Summer 2020 \(B7\)](#)
- [Achieving the Dream 2020 Conference \(B8\)](#)
- [Professional Development Inquiry-Survey Fall 2019 \(B9\)](#)
- [Workshop/Conference Feedback \(B10\)](#)

College Recommendation 2

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

West Hills College Coalinga has developed and instituted an integrated planning and resource allocation process to achieve its mission and institutional goals. This integrated planning process is outlined in the college's Participatory Governance and Integrated Planning [Manual \(C1\)](#). The objectives of the planning process are to:

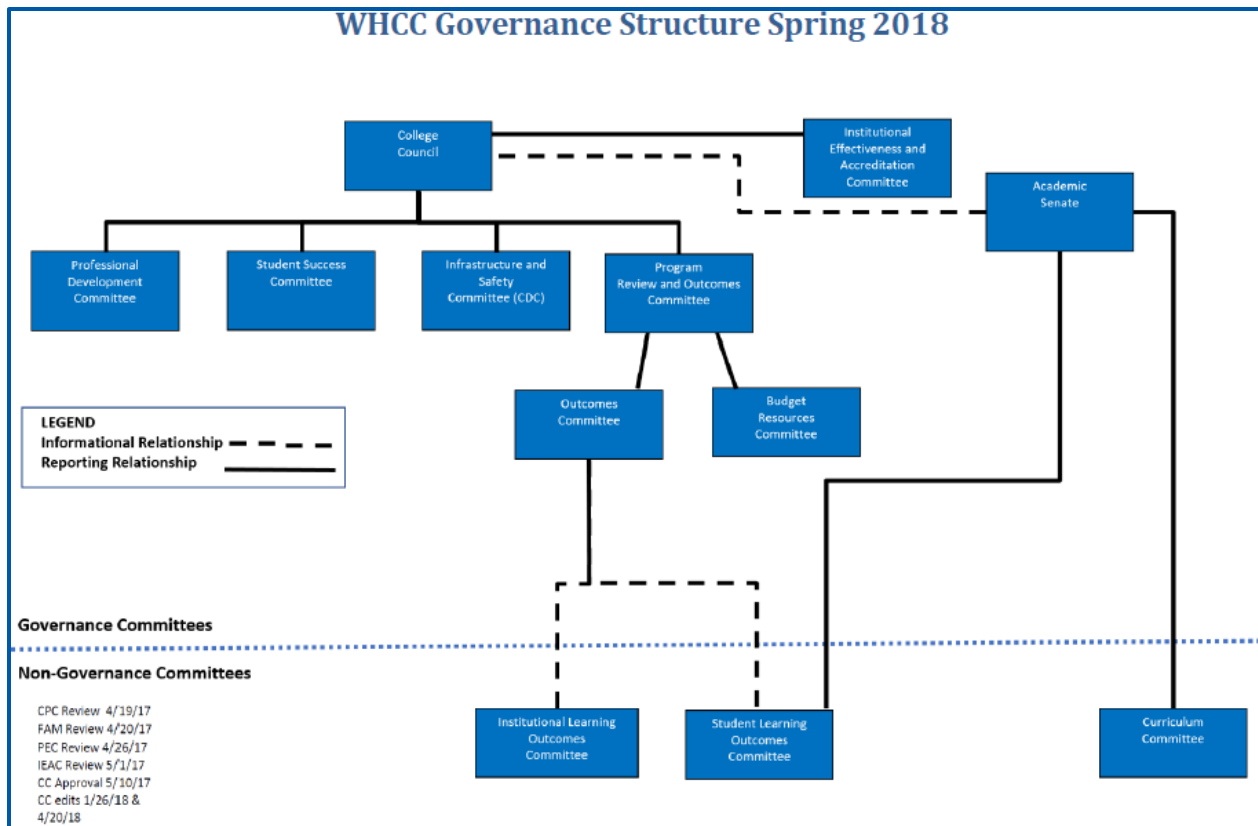
- i) Ensure college stakeholders are engaged in identifying and prioritizing goals and working towards implementing actions necessary to advance student achievement.
- ii) Make informed decisions about resource allocation.

To ensure continual improvement of integrated planning, assessment and evaluation practices are embedded campus-wide in programs, committees, and operational processes with a strong reliance on data. Reference to and purposeful incorporation of data in the review process is an integral part of West Hill College Coalinga's planning process.

Stakeholder Engagement, Goals, Actions

Part of the integrated planning process is ensuring stakeholder engagement in college and programmatic plans, goals, and implementation actions. The college established a number of committees and councils designed to generate feedback and input from the various stakeholders (faculty, classified staff, management, students, and the community) on matters pertaining to college programs, plans, and resources. The governance committees include:

- 1) [Academic Senate \(C2\)](#)
- 2) [Budget Resources Committee \(C3\)](#)
- 3) [College Council \(C4\)](#)
- 4) [Infrastructure & Safety Committee \(C5\)](#)
- 5) [Institutional Effectiveness & Accreditation Committee \(C6\)](#)
- 6) [Outcomes Committee \(C7\)](#)
- 7) [Professional Development Committee \(C8\)](#)
- 8) [Program Review Committee \(C9\)](#)
- 9) [Student Success Committee \(C10\)](#)



Through the various councils and committees, West Hills College Coalinga ensures that faculty, classified staff, management, and students are engaged in a participatory governance process upholding an institutional priority on inclusivity and representation of constituency groups and stakeholders. Feedback including committee plans and goals help to formulate college strategic goals and plans for improvement. These plans include: [Educational Master Plan \(C11\)](#), [College Supplemental Strategic Plan \(C12\)](#), [Facilities Plan \(C13\)](#), and Budget Resource Allocation.

Informed Decisions

Through college planning with stakeholder engagement, decisions about resource allocations are made to advance student achievement. One of the driving forces in decisions related to resource allocation is from the program review process. Each area (instructional and non-instructional) completes a comprehensive program review every 4 years (instructional, 2 years for career technical education disciplines) and every 3 years for non-instructional programs. The program review process involves:

- a) Identifying the association and alignment of programmatic activities with the college mission
- b) Assessing and reviewing performance related to student achievement data (course success, degree/certificate awards and learning outcomes)
- c) Recording progress toward narrowing gaps in student achievement by student demographics, economic status, and mode of delivery
- d) Identifying improvement areas and plans to address needs and gaps
- e) Articulating goals aligned to WHCC college goals, student equity goals, and district performance indicators
- f) Recommend additional resources and personnel needed to address identified goals

Each area submits a [completed program review \(C14\)](#) to the Program Review Committee. Upon approval, the Program Review Committee submits the resource allocation requested by the program area to the Budget Resource Committee for [review \(C15\)](#) and resource allocation recommendations. The program is also [submitted \(C16\)](#) to the College Council for information. The Budget Resource Committee, upon review of resource needs makes a recommendation to the College Council and college president for resource allocation.

Continual Assessment and Review

The college has [Institution-Set Standards \(C17\)](#) (ISS) to improve institutional effectiveness. The institutional set standards relate to: a) course success, b) awards (associate degrees & certificates), c) transfer, d) licensure pass rates, e) job placement that provide structure and guidance into college goals. These institutional set standards are reviewed by the college annually through scheduled Learning Area meetings and via the [Academic Senate \(C18\)](#). Through this review, recommendations are provided to the [Institutional Effectiveness and Accreditation Committee \(C19\)](#) (IEAC) for further input and constituent feedback. Through this process, ISS are reviewed annually and are revised every three years. The annual institutional standards and targets are then presented to the [College Council \(C20\)](#) for additional constituent feedback and vetting before adoption.

In addition to the Institution-Set Standards, the college through its various programs also sets goals for improvement and institutional effectiveness. The college conducts and facilitates this through program review (template [instructional\(C21\)/non-instructional\(C22\)](#)). For example, each instructional discipline assesses its course success rates, awards (degree/certificate completion), transfer, and student learning outcomes. Assessment of Institution-Set Standards is built into the program review process, with program-level success rates and degrees and certificates awarded assessed and compared to the college-level Institution-Set Standards.

Data is disaggregated (demographic, economic status, learning delivery) to enable areas to assess progress and determine gaps for improvement (program review dashboard-[instructional\(C23\)/non-instructional\(C24\)](#)). Goals are articulated and mapped to ensure alignment and integration with college goals, strategic objectives, and key performance indicators. Resources needed based on identified gaps, improvement areas, and program goals are documented through the program review process and shared with the Budget Resource Committee for resource allocation determination. This process ensures integration of planning and resource allocation.

The program review processes, and alignment with the Institution-Set Standards exemplify the integration of practices which the college continually assesses for the purposes of achieving the mission, identifying areas of continuous improvement, facilitating dialogue with stakeholders, and setting new target goals for student achievement and institutional effectiveness.

The Budget Resource Committee provides additional support to the college regarding resource allocation by managing the receipt, review, and prioritization of allocation requests related to grant funding available to the college campus at large. For example, [COVID-19 Response Block Grant funds \(C25\)](#) were distributed to the college using a specialized round of the BRC resource allocation request process. Additionally, the BRC manages the receipt, review and prioritization of classified hiring requests, mirroring the process of the Academic Senate for faculty hiring requests. This process was instated to increase transparency and continuity of practice in hiring prioritization of new positions. The BRC submits recommendations to [College Council \(C26\)](#) on allocation requests and classified hiring prioritization for consideration and approval.

Evidence:

- [Participatory Governance & Integrated Planning \(C1\)](#)
- [Academic Senate \(C2\)](#)
- [Budget Resources Committee \(C3\)](#)
- [College Council \(C4\)](#)
- [Infrastructure & Safety Committee \(C5\)](#)
- [Institutional Effectiveness & Accreditation Committee \(C6\)](#)
- [Outcomes Committee \(C7\)](#)
- [Professional Development Committee \(C8\)](#)
- [Program Review Committee \(C9\)](#)
- [Student Success Committee \(C10\)](#)
- [WHCC Educational Master Plan \(C11\)](#)
- [WHCC Supplemental Strategic Plan \(C12\)](#)
- [WHCCD Facilities Plan \(C13\)](#)
- [WHC Coalinga Program Review Committee Minutes – Oct 14, 2020 \(C14\)](#)
- [WHC Coalinga Budget Resources Committee Agenda – Oct 28, 2020 \(C15\)](#)
- [WHC Coalinga College Council Minutes-Oct 16, 2020 \(C16\)](#)
- [WHC Coalinga Institutional Set Standards \(C17\)](#)
- [WHC Academic Senate Meeting Minutes – April 3, 2019 \(C18\)](#)
- [WHC Institutional Effectiveness and Accreditation Committee Agenda – Oct 18, 2019 \(C19\)](#)
- [WHC College Council Meeting Minutes – April 17, 2020 \(C20\)](#)
- [Program Review Instructional Program Review Template \(C21\)](#)
- [Program Review Non-Instructional Program Review Template \(C22\)](#)
- [Program Review Instructional Dashboard \(C23\)](#)
- [Program Review Non-Instructional Dashboard \(C24\)](#)
- [WHC Coalinga Budget Resources Committee Minutes – Jan 13 & Jan 27, 2021\(C25\)](#)
- [WHC Coalinga College Council Agenda – Jan 22, 2021 \(C26\)](#)

College Recommendation 3

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

The college reviews and uses data as part of its program review, resource allocation, and institutional planning processes. The review process includes analysis of disaggregated student achievement data and outcomes data to identify progress in achieving goals and in meeting institutional set standards as well as determining potential areas of improvement for programmatic and institutional planning.

As part of the program review process, data is disaggregated by student subpopulations and by delivery modes in order to assess progress toward reducing equity gaps and to identifying areas for continuous development. Specifically, the instructional and non-instructional program review templates direct programs to address specific disaggregation around race/ethnicity, instructional modality, etc. and the [instructional \(D1\)](#) program review dashboard has been designed to provide disaggregated student success and equity data based on: age, campus location, class meeting times, economic status, ethnicity, gender, and instructional method (modality). For example:

- [Math Program Review \(D2\)](#): Course success by age, gender, class meeting time, economically disadvantaged, and location were discussed during the areas program review.
- [Child Development Program Review \(D3\)](#): Course success by ethnicity, gender, location, class meeting times, and delivery mode (online, face to face) were thoroughly discussed during the areas program review.

Similarly, for [non-instructional\(D4\)](#) programs (dashboard – e.g. [inmate education \(D5\)](#), [EOPS \(D6\)](#)) the data is disaggregated based on age, race/ethnicity, economic status, instructional modality, and gender. For example:

- [Disabled Students Programs and Services \(D7\)](#) (DSPS): Details about success by race/ethnicity, gender, age, and economically disadvantaged status were part of the area's analysis during its program review.
- [Dual Enrollment\(D8\)](#): Data about success by race/ethnicity, instructional method, and economic status were discussed during its program review.

In addition to data disaggregation, the program review process includes the review of elements related to student learning outcomes, labor market information (for career technical education programs), curriculum analysis, and alignment with the college strategic plan and student equity goals. Program resource needs are also included in the area/department program reviews.

The student achievement data, student learning outcomes, curriculum, budget/resource needs, and alignment to the college mission/goals are part of the efforts toward integrated planning by the college to ensure institutional awareness, strategic planning, and resource allocation.

Evidence:

- [Program Review Instructional Dashboard \(D1\)](#)
- [Math Program Review \(D2\)](#)
- [Child Development Program Review \(D3\)](#)
- [Program Review Non-Instructional Dashboard \(D4\)](#)
- [Non-Instructional Program Review Dashboard Sample-EOPS \(D5\)](#)
- [Non-Instructional Program Review Dashboard Sample-Inmate Education \(D6\)](#)
- [Disabled Students Programs and Services \(DSPS\) Program Review \(D7\)](#)
- [Dual Enrollment Program Review \(D8\)](#)

College Recommendation 5

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

While Institutional Research is centralized, the West Hills Community College District Institutional Research Office works closely with the college ensure that data is a key component of institutional decision-making. Through the various committees and departments, the college works closely with the Institutional Research Office to gather and analyze data necessary for planning and decision-making. For example:

- a) Expanded capacity: Since 2017, the district IR office has expanded from a single research analyst to one director, one research analyst, and one part-time research assistant.
- b) Committee membership: a representative from the district IR office sits on College Council, President's Executive Cabinet, [Institutional Effectiveness and Accreditation Committee \(E1\)](#) and the [Student Success Committee \(E2\)](#). This integration of district IR into college-level governance committees facilitates communication of data needs, requests, and questions and ensures that the work of district IR can integrate seamlessly into the college's governance processes.
- c) Institution-Set Standards (ISS): The institution-set standards of the college and performance are readily available for review and assessment annually. On an annual basis, district IR prepares ISS data packets, facilitating the [discussion \(E3\)](#) about and assessment of institution-set standard data by the [Academic Senate \(E4\)](#) and individual [learning areas \(E5\)](#).
- d) Program Review: [Instructional\(E6\)](#) and [non-instructional \(E7\)](#) program dashboards have been developed to allow areas to review progress toward meeting institution-set standards and student achievement data throughout the academic year. Instructional and non-instructional areas use the data to assess progress, identify gaps, make improvement plans and determine resource needs to advance student achievement.
- e) Strategic Enrollment Management: [Daily enrollment \(E8\)](#) and enrollment [growth and projection \(E9\)](#) reports provide the college tools for analysis and planning. These reports

- are used by the college to identify progress toward reaching targets, determine gaps, and make plans for responding to enrollment, retention, completion, and transfer trends.
- f) Institutional Effectiveness: A number of research data dashboards have been developed for the purposes of assessing college performance and student achievement with a particular emphasis on Guided Pathways. For example:
- [Momentum & Outcomes Metrics Dashboard \(E10\)](#)
 - [Success Metrics Dashboard \(E11\)](#)
 - [Completer Dashboard \(E12\)](#)
- Data and Dashboard Training Workshops: In [fall 2019 \(E13\)](#) and [fall 2020 \(E14\)](#), the WHCCD Institutional Research Office conducted a series of Zoom trainings that were open to all employees districtwide. These focused on topics related to accessing and interpreting the district's data dashboards. Trainings included program review, degree completion, and guided pathways. Additionally, fall 2020 included topic-driven sessions focused on Math and English outcomes under AB 705 and student outcomes and experiences during the COVID-19 pandemic. All sessions were recorded and made available to employees who were unable to attend the live trainings.

The college through the Institutional Research Office has cultivated a culture where decision-making is data-driven. Areas refer to data dashboards designed to enhance their ability to assess performance, identify gaps, develop plans for improvement, facilitate institutional dialogue, and make informed decisions. Institutional set standards, program review, strategic enrollment, and institutional effectiveness are a few examples of how the college has institutionalized research within the fabric of evaluation, assessment, and decision-making at West Hills College Coalinga.

Evidence:

- [Institutional Effectiveness and Accreditation Committee Charge & Membership \(E1\)](#)
- [Student Success Committee Charge & Membership \(E2\)](#)
- [Academic Senate Meeting Minutes- Oct 7, 2020 \(E3\)](#)
- [Academic Senate Meeting Minutes- Oct 21, 2020 \(E4\)](#)
- [Institutional Set Standards-Arts & Letter Learning Area \(E5\)](#)
- [Program Review Instructional Dashboard \(E6\)](#)
- [Program Review Non-Instructional Dashboard \(E7\)](#)
- [Daily Enrollment-FTES Dashboard Report \(E8\)](#)
- [Enrollment-FTES Growth & Projection Dashboard Report \(E9\)](#)
- [Cohort Tracker Momentum & Outcomes Metrics \(E10\)](#)
- [Success Metrics Dashboard \(E11\)](#)
- [Degree and Certificate Data Completer Dashboard \(E12\)](#)
- [Institutional Research Office Training & Information Sessions 2019 \(E13\)](#)
- [Institutional Research Office Training & Information Sessions 2020 \(E14\)](#)

College Recommendation 6

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

The college engages in continuous, broad-based systematic evaluation, and planning integrating program review and resource allocation.

Program Review

The college's program review elements include:

- a) Alignment to Mission: Assessment of area/program/discipline alignment with the college mission and strategic goals
- b) Achievement Data Review: Analysis of disaggregated data (course success, student completion, transfer, etc.), determination of progress, gaps, and areas of improvement and assessment against Institution-Set Standards
- c) Outcomes Analysis: Review of learning outcomes including Student Learning Outcomes and Administrative Unit Outcomes to determine progress and areas of improvement
- d) Curriculum Currency: Analysis of curriculum (instructional programs) to assess the extent to which course outlines and degrees/certificates offered by the college are current and continue to meet student needs and industry/employer expectations (for career technical education disciplines)
- e) Goals: Articulation of goals for the area/program/discipline aligned to college goals, equity goals, and district performance indicators
- f) Professional Development: Description of professional development and in-service activities in which program staff participated
- g) Budget Needs: Resource needs (equipment, materials, supplies, staffing, professional development, personnel, etc.)

Each [non-instructional \(F1\)](#) area submits a comprehensive program review every [three years \(F2\)](#) while [instructional \(F3\)](#) disciplines submits a comprehensive program review every [four years \(F4\)](#). Career technical education instructional discipline submit a program review every two years.

Program Review-Resource Allocation-Planning Integration

The college's comprehensive program review-resource allocation-planning integration includes:

1. Department/Area:
 - a. Development, compilation, and submission of a program review
2. [Program Review Committee \(F5\)](#):
 - a. Reviews the submitted program reviews to ensure each address the necessary elements (alignment with college mission, analysis of performance data including student achievement, review/analysis of outcomes, plans/goals for improvement, and resource needs)
3. [Budget Resource Committee \(F6\)](#):

- a. Upon approval by the Program Review Committee, the resource needs for the instructional and non-instructional area are submitted to Budget Resource Committee for review and allocation recommendations
- b. Submits budget proposals to the College Council for review and consideration
4. College Council (F7):
 - a. Program review is submitted to College Council for review and consideration
 - b. Considers the budget requests proposal from the Budget Resource Committee
5. Request Status/Feedback
 - a. From the College Council, final recommendations about resource allocation are made to the Office of the President.
 - b. The Office of President in coordination with the Budget Resources Committee communicates status/update of the request to department/area. This includes resource allocation requests made based on special funding (for example COVID-19 grants)

Program Review-Resource Allocation Process



Evidence:

- [Program Review Non-Instructional Template \(F1\)](#)
- [Program Review Schedule Non-Instruction \(F2\)](#)
- [Program Review Instructional Template \(F3\)](#)
- [Program Review Schedule Instruction \(F4\)](#)
- [Program Review Committee Meeting Minutes - Oct 14, 2020 \(F5\)](#)
- [Budget Resources Committee Agenda - Oct 28, 2020 \(F6\)](#)
- [WHC Coalinga College Council Meeting Minutes Oct 16, 2020 \(F7\)](#)

College Recommendation 7

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

The college outlined a process and calendar to assess progress towards achieving strategic planning goals. This calendar and process is outlined in the Participatory Governance and Integrated Planning [Manual \(G1\)](#). The calendar details the date/month, review activity, and responsible committee/area.

For example:

- In September
 - The College Council reviews the integrated planning cycle and student equity data
 - The Outcomes Committee reviews institutional learning outcomes data
- In October
 - The College Council is tasked with reviewing Strategic Plans – Benchmark Data and the Integrated Planning & Governance Manual
 - The Student Success Committee is tasked with reviewing Student Equity Plan
- In February
 - Review Facilities Master Plan

As part of the integrated planning and continuous improvement efforts, evaluation of the participatory governance process is conducted through the Institutional Effectiveness and Accreditation Committee (IEAC). In this process, each committee conducts a self-assessment to determine how it is progressing with its responsibilities and how well it is functioning. IEAC reviews the results from the committee self-assessment and provides guidance to committees to consider for the following year. Information pertaining to the committee self-evaluation is included as part of the IEAC [annual report \(G2\)](#) to the College Council. This IEAC annual report also provides an update to the College Council on enrollment trends, how the college is progressing in achieving its goals, meeting institutional set standards, and engaging students. Through this process, it ensures that regular review of the process, procedure, and results of integrated planning is conducted throughout the governance structure of the college to increase institutional effectiveness.

Evidence:

- [Participatory Governance and Integrated Planning Manual \(G1\)](#)
- [IEAC Annual Report 2018 \(G2\)](#)

College Recommendation 8

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

The college completed an [Educational Master Plan 2018-2022 \(H1\)](#). The college also contributed to the development of the West Hills Community College District [Facilities Plan 2018-2022 \(H2\)](#), which details elements and deliverables for West Hills College Coalinga.

Evidence:

- [WHC Coalinga Educational Master Plan 2018-2022 \(H1\)](#)
- [WHCC District Facilities Plan 2018-2022 \(H2\)](#)

College Recommendation 11

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

The College provides library and support services to students enrolled in classes as part of the inmate education program at Avenal State Prison and Pleasant Valley State Prison. These services include:

- 1) Counseling: The college provides a dedicated counselor funded through [Student Equity and Achievement\(11\)](#) (SEA) program to provide academic counseling services to students in classes offered through the inmate education program. There is a [counseling schedule \(12\)](#) with dedicated times for the counselor to meet and connect with students at Avenal State Prison and Pleasant Valley State Prison including via correspondence during remote operations.
- 2) Library Services: Library support services are provided to students participating in the inmate education program. Students needing assistance with a research paper or book report may [request \(13\)](#) assistance from the library staff. The library services [report \(14\)](#) provides a snapshot of the types of assistance provided to West Hills College Coalinga students including individuals taking classes through the inmate education program.
- 3) Educational Plans: As part of the learning support services, the college works with the students in the inmate education program to develop their respective education plans. All students in the program have an education plan and the plan is reviewed each semester.

Evidence:

- [Student Equity Achievement \(SEA\) Program Plan Expenditures 2019-2020 \(11\)](#)
- [WHC Coalinga Counseling Schedule – Inmate Education \(12\)](#)
- [WHC Coalinga Library Request Form \(13\)](#)
- [WHC Library Support Count \(14\)](#)

College Recommendation 13

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

The Budget Resource Committee manages the communication to the college faculty, staff and administrators regarding funding requests. As funding opportunities become available or the annual budget cycle begins, the BRC provides the campus with formal notification via memo and email invitation to respond to and learn more about the funding opportunity. Notifications are also shared across participatory governance committees via BRC agenda updates. Allocation requests are accepted on published timelines using standardized forms and scoring rubrics.

The BRC provides College Council with prioritized recommendations for [resource allocation \(J1\)](#) based on scoring outcomes. The [College Council \(J2\)](#) then reviews and votes on the recommendations of the BRC and makes a final recommendation to the President. Site-based funding decisions are communicated from the President to the BRC, as are district-level funding decisions following Chancellor's Executive Cabinet review and approval. Once the President notifies the BRC of the final allocation decision, the BRC notifies applicants of the final outcome of their request. The BRC collects data annually on the outcome of approved allocation requests and reports these outcomes to College Council. The BRC also encourages departments/programs to apply in future resource allocation cycles if their requests were not funded.

Evidence:

- [WHC Coalinga College Council Agenda – Jan 22, 2021 \(J1\)](#)
- [WHC Coalinga College Council Minutes – Jan 22, 2021 \(J2\)](#)

District Recommendation 1

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

This recommendation is no longer applicable since ACCJC acted to delete Standard III.A.6 at its January 2018 Board of Directors meeting.

Student Learning Outcomes Reflection

- 1) What are the strengths of the process that helps lead the college to improve teaching and learning?

The Student Learning Outcomes (SLO) Committee oversees all aspects of the outcome processes for instructional areas. Instructional areas are able to assess strengths and areas for improvement against measurable goals and establish a meaningful and productive framework for learning. Within the context of assessing progress and areas of improvement, the SLO [reflection \(K1\)](#) process is another example of strengths to improve teaching and learning. The SLO reflection provides the opportunity for faculty to contemplate and reflect upon the methods of assessment used, the data, student needs, student performance, and identification of actions to be taken to improve student outcomes. Additionally, the eLumen platform, is a tool that enables the college to streamline the evaluation of outcomes as well as keep a repository of outcomes data. While the full integration of the eLumen platform is underway, some instructional areas are beginning to use it in their program review process. Lastly, the Outcomes Annual Report has also been a useful tool to bring about college-wide transparency on the status of outcomes and added to the agenda for periodic review by IEAC and College Council in order to cultivate a data-driven culture into shared governance.

- 2) What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

The first and foremost opportunities have been training of the non-instructional staff on data-driven decision-making. In addition to [training \(K2\)](#) offered through the [Institutional Research Office \(K3\)](#) non-instructional staff were introduced to the eLumen platform and its use for curriculum and program review. These colleagues also were informed of the Outcomes Committee's role in developing Administrative Unit Outcomes and Student Success Outcome statements following the program review process. Further, adjunct faculty training has been deployed in order to improve and sustain the use of assessment data for continuous improvement of areas where instructional and non-instructional adjunct faculty have oversight. A presentation of the outcomes processes to the whole campus during a presidential forum was also used to bring about greater awareness and importance of a data-driven culture. Lastly, key faculty and staff leaders participated in trainings and conferences including SLO Symposiums and Elumenation conferences which help to inculcate an authentic, data-driven culture at WHCC.

- 3) Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

At the course level, the college is revamping processes to "close the loop" through the use of the eLumen platform which streamlines processes and documents improvements. The full implementation of the eLumen platform is slower than expected with all colleagues operating remotely following the shelter-in-place guidelines during the COVID-19 pandemic. Nevertheless, in the spring 2020 semester, several course-level improvements were initiated. For example, the AOJ department used historical assessment data to improve the distribution of assessments instruments to students identifying critical aspects of the course, as identified by the CSLOs. Course-level assessment data used within the Business department is guiding improvements in the

way students incorporate marketing strategies in the development of product design. The Athletics department is incorporating OER textbooks with the aim to improve student learning and SLO achievement.

At the service level, despite interruptions related to COVID-19, the Outcomes Committee is underway in ensuring 100% of assessments of AUOs/SSOs take place during the 20-21 academic year. Assessment data is to be evaluated and improvements identified by the end of this school year.

The work involved with assessing outcomes and identifying improvement areas is continuous. Through the college's program review process, areas continue to identify progress and areas of improvement based on their program outcomes. For example: Disable Students Programs and Services-DSPS, Food Services, Math, and English programs.

[DSPS \(K4\)](#): The Disabled Students Programs and Services (DSPS) met and/or exceeded targets for its service area outcomes. However, the DSPS program will continue to focus attention on students progressing in their academic goals. Therefore, the program will focus on intrusive DSPS counseling and support through Educational Assistance Classes. The college has offered and plans to continue to offer education assistance classes to support students with disabilities. In the 2019-2020, three support classes were offered in Fall (content area support, math support, reading & writing support) and three support classes in the Spring (content area support, consumer skills, and independent living)

The [Food Services \(K5\)](#) Department: The area has made changes based on assessment of services and feedback from students. As a result, the Food Services updated its menu options and provided larger salad bar area/selection. The area also has sought input from students about least and favorite meals including suggestions for meals to be made available. As a result, survey responses have been higher on the services and meals provided through the Food Services Department.

[Math \(K6\)](#): One of the program student learning outcomes within the discipline is "the student will simplify mathematical expressions." Upon assessment, student performance indicated a 71% average pass rate which was above the 70% target. Although the performance exceeded the target, one of the improvement items determined by faculty was for faculty to participate in professional development activities to enhance pedagogical strategies in teaching algebra concepts in the classroom, particularly simplifying mathematical expressions.

[English \(K7\)](#): One of the program student learning outcomes within the discipline is "the student will write in clear, conventional college English." Upon assessment, student performance revealed 82% successfully achieved the outcome. Still, the area is looking at rewriting the course student learning outcome to ensure the precision in which the outcome measures the students' ability to correctly write the four main sentence types: simple, compound, complex, and compound-complex.

- 4) In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule.

At the non-instructional level, the Outcomes Committee uses the Outcomes Assessment Report each year as a dashboard to view the status of all assessments. Since all AUO/SSO are assessed on an annual schedule, the committee chair coordinates with areas to ensure assessments occur in a timely manner. At the instructional level, the CIO uses the Outcomes Assessment Report each year to track classes scheduled for assessment in order to coordinate with discipline faculty and SLO Coordinator to ensure assessments occur as scheduled.

Evidence:

- [Outcomes Reflection Template \(K1\)](#)
- [Institutional Research Office Training & Information Sessions 2020 \(K2\)](#)
- [Institutional Research Office Training & Information Sessions 2019 \(K3\)](#)
- [Disabled Students Program and Services \(DSPS\) Program Review \(K4\)](#)
- [Food Services Program Review \(K5\)](#)
- [Math Program Review \(K6\)](#)
- [English Program Review \(K7\)](#)

Institution-Set Standards Reflection

Using the most recent Annual Report, the college will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

- 1) Has the college met its floor standards?

West Hills College Coalinga met its institutional set standards (floor) for all areas: course completion, certification completion, degrees awarded, and transfer.

- 2) Has the college achieved its stretch (aspirational) goals?

Based on the most recent accreditation [annual report \(L1\)](#) (2019-2020), the college has achieved its stretch (aspirational) goals in all areas: course completion, certificate completion, degrees awarded, and transfer.

- 3) What initiative(s) is the college undertaking to improve its outcomes?

The college plans to continue move ahead with the work currently underway to support student success. The college work on guided pathways specifically with clear degree/certificate maps and counseling/advising redesign for students will help the college advance efforts on course completion, certificate/degree completion, and transfer as well as career preparation. Additionally, the college will continue to use student data to help assess progress and to identify actions to be taken to support students including addressing equity gaps to achievement.

- 4) How does the college inform its constituents of this information?

Student data is widely available to all college constituents. ISS data are included in program review dashboards and addressed through that process by faculty and staff. Annual review of standards takes place through the Academic Senate, the Institutional Effectiveness and Accrediting Council, and College Council, and through this process

all constituencies are informed of assessment and changes (when applicable) to Institution-Set Standards and Stretch Goals. The reports are also available via the college [website \(L2\)](#).

Evidence:

- [WHC Coalinga Accreditation Annual Report 2019-2020 \(L1\)](#)
- [WHC Coalinga Website Accreditation Page \(L2\)](#)

Report on Quality Focus Projects

QFE Action Project #1 Institutional Effectiveness

Develop a systematic process of evaluation and improvement of college effectiveness, focusing on professional development, resource allocation and integrated planning and outcomes evaluation and communication.

To ensure continuous improvement and institutional effectiveness, the [college \(M1\)](#) has developed a Professional Development Committee, instituted a resource allocation process, and formulated an outcomes evaluation and integrated planning process.

Professional Development

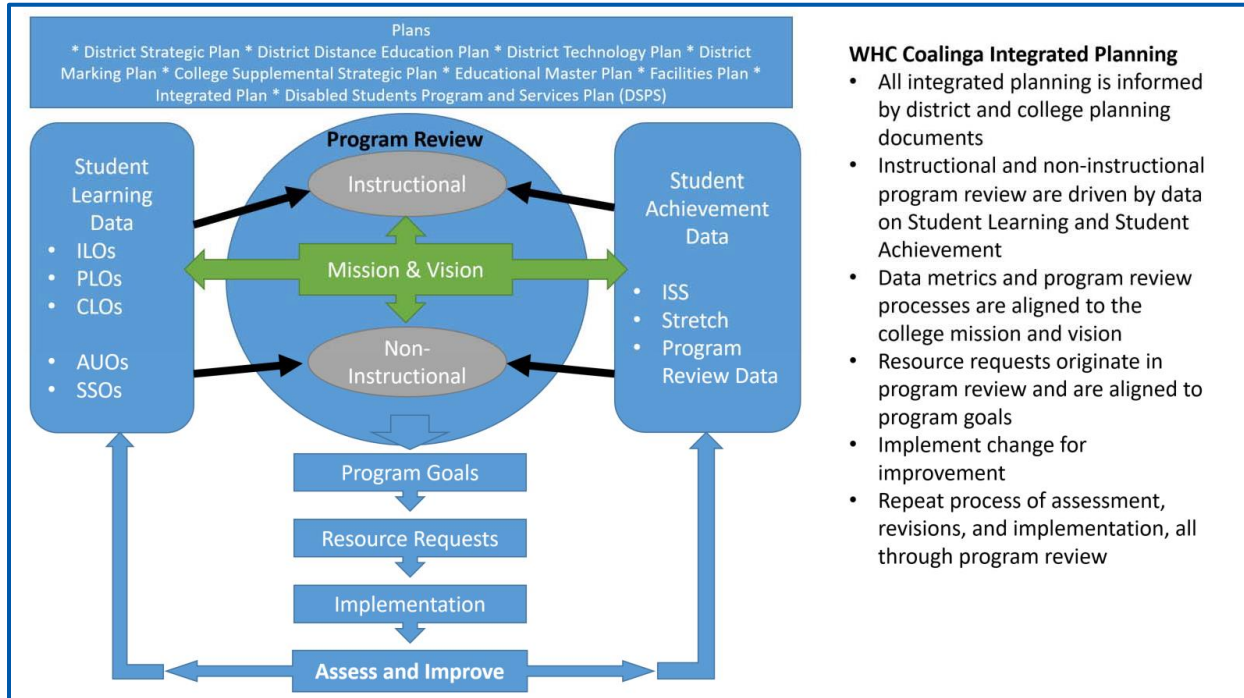
The college has established a [Professional Development Committee \(M2\)](#) (PDC) to facilitate continuous learning and effectiveness efforts to advance student achievement. The committee is “responsible for the continuum of strategic professional development opportunities for all faculty, staff, and administrators to become better prepared to respond to evolving student needs and measures of student success.”

Examples of continuous professional development efforts include in part the following activities:

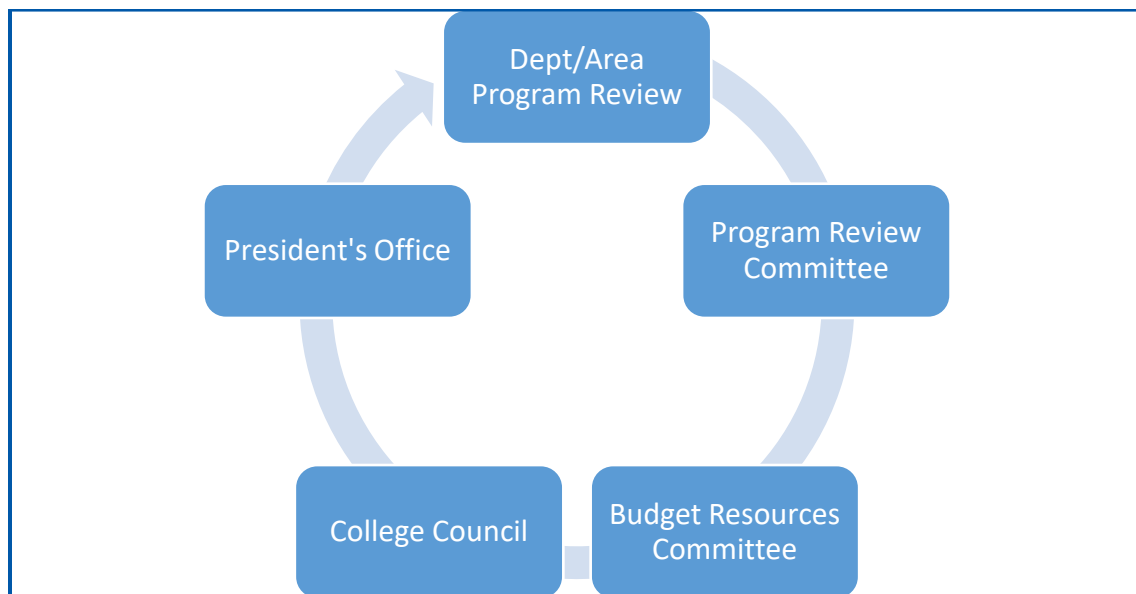
- a) Professional Development (PD) Days:
 - a. The college hosts PD Day activities each semester. The [Fall 2019 Professional Development \(M3\)](#) and [Spring 2020 Professional Development \(M4\)](#) the PD Day topics included in part: curriculum, student learning outcomes, distance education/online teaching, accessibility, instructional technology, student support, etc.
- b) Brown-Bag Learning Sessions:
 - a. The college has instituted Brown-Bag Learning Sessions to provide additional opportunities for faculty/staff to learn about different topics. The [Fall 2019 Brown Bag Sessions \(M5\)](#) and [Spring 2020 Brown Bag Sessions \(M6\)](#) included topics such as mental health, stress management, suicide awareness, and technology support via Zoom, Canvas, Kahoot, etc.
- c) On-Going Learning Events:
 - a. The college continues to host learning events to support faculty and staff. For example in the summer 2020, the college hosted a number learning workshops focused on: a) [distance education and accessibility \(M7\)](#), b) [instructional technology and learning \(M8\)](#) support. The learning workshops focused on remote/distance education learning.
- d) Wellness Series:
 - a. [Fall 2020 wellness \(M9\)](#) series with a licensed clinical social worker. Topics included: Mindfulness, Maintain Meaningful Connections, and Equipping the Mind as the Year Winds Down to support faculty/staff during COVID-19.

Resource Allocation

The college's resource allocation is driven by its integrated planning process. Such planning process informs a number of planning documents that include program reviews.



[Program reviews \(M10\)](#) for instructional and non-instructional areas examines the progress towards achieving goals, alignment to the college mission and strategic goals, assesses student achievement and student learning (course completion, degree/certificate attainment, and transfer to university), and identifies gaps in services. Program goals are based on need to meet identified gaps as well as plans for improvement. Resource or [budget requests \(M11\)](#) and needs are driven based on programmatic goals.



Outcomes Evaluation and Communication

Outcomes assessment is a continuous process. A review and reflection of outcomes assessment is an element of program review. For instructional program reviews, disciplines identify areas of success and areas of improvement at the course and program level outcomes. Similarly, non-instructional areas discuss assessments related to their service area outcomes, progress, and areas of improvement. The assessment and review of outcomes are critical elements with our review process and it formulate goals, determine plans for improvement, and identify resources that may be needed to address gaps and to advance student achievement.

Student Achievement Data

Information and communication of student achievement is available through program review and instructor data dashboards. Student completer and success data points and metrics are readily available through West Hills Community College District Institutional Research Office via Tableau. Information is shared and communicated to the various constituent groups and committees and through the various college reports. To further advance the awareness and communication of institutional and programmatic data, the Institutional Research Office hosts and facilitates [training \(M12\)](#) and [presentations \(M13\)](#) throughout the year to acquaint individuals with the data, review progress, and plan of actions for improvement.

Furthermore, with the various governance committees with cross sector representations, information is also communicated through this avenue with the goal of campus dissemination and feedback.

Evidence:

- [Participatory Governance and Integrated Planning Manual \(M1\)](#)
- [Professional Development Committee Charge \(M2\)](#)
- [Fall 2019 Professional Development Day \(M3\)](#)
- [Spring 2020 Professional Development Day \(M4\)](#)
- [Fall 2019 Brown Bag \(M5\)](#)
- [Spring 2020 Brown Bag \(M6\)](#)
- [WHCC Distance Education Training June 2020 \(M7\)](#)
- [WHCC Learning Sessions Summer 2020 \(M8\)](#)
- [Wellness Series Fall 2020 \(M9\)](#)
- [Program Review Committee Meeting Minutes - Oct 14, 2020 \(M10\)](#)
- [Budget Resources Committee Agenda - Oct 28, 2020 \(M11\)](#)
- [Dashboard Trainings Fall 2019 \(M12\)](#)
- [Institutional Research Office Trainings & Presentations Fall 2020 \(M13\)](#)

QFE Action Project #2 Educational Pathways

For continuous quality improvement, the college must plan at the institution and program level with a focus on the mission as it relates to student learning and achievement

The college has been engaged in efforts to advance student learning and achievement. This work is continuous and multi-facet with several key elements. Specifically, curricular review and update, meta-major and degree/certificate curricular mapping, and support services.

Curricular Review and Update

The college through its Curriculum Committee continues to update its course outlines of record and degree/certificate programs to ensure currency and validity. The committee has an outlined a cycle and timeline of when course outlines of record (COR) are due for review/update for each learning area.

For example:

- [COR review cycle for the Kinesiology & Social Sciences Learning Area \(N1\)](#)
- [COR Review cycle for the Science Technology Engineering & Mathematics \(STEM\) Learning Area \(N2\)](#)
- [COR Review cycle for Student Services Learning Area \(N3\)](#)

The information is used by the faculty within the learning area and the curriculum committee to monitor and track related to COR revisions and updates.

Meta-major and Curricular Maps

To help advance student achievement, the college has developed [six meta-majors \(N4\)](#) intended to provide students with support in choosing degrees and certificates to meet their educational, professional, and career interests. These meta-majors are outlined as:

Agriculture & Industrial Technology	Includes majors such as agriculture plant science, agriculture technology, heating ventilation & air conditioning, truck driving, welding
Arts, Language, and Humanities	Includes studies in communication, studio arts, liberal arts
Business & Information Systems	Includes a variety of option in business administration, business management, and computer information systems/microcomputer applications, etc.
Education	Majors in early childhood education, child development
Science, Math & Health	Studies in biology, mathematics, and psychiatric technician
Society, Culture, & Public Safety	Includes studies in political science, psychology, administration of justice

Within each meta-major, the college has worked to develop curriculum pathway maps to illustrate Guided Pathways and guide students as they progress through their programs of studies (degrees and certificate of achievement options). The objective of these suggested guided curriculum maps is to assist students, increase persistence, course completion, timely graduation, transfer, and career placement. Examples of curriculum maps include:

- [Geography \(N5\)](#)
- [Liberal Arts: Social & Behavioral Science \(N6\)](#)
- [Political Science \(N7\)](#)
- [Psychology \(N8\)](#)

Support Services

As part of the work to support students in achieving their goals, the college has designed and developed student [success teams \(N9\)](#) per meta-major area. Each team includes counseling and advising staff to serve as support for students by area/meta-major.

Additionally, the college has also redesigned its advising/counseling process as part of its [onboarding \(N10\)](#) process and support services for students. The goal is that teams will reach out to students prior to the start of the semester and throughout to assist with registration/enrollment and general student support in an effort to help provide a connection with the campus.

Evidence:

- [WHC Coalinga Course Outline Review Cycle Kinesiology and Social Science Fall 2020 \(N1\)](#)
- [WHC Coalinga Course Outline Review Cycle STEM Fall 2020 \(N2\)](#)
- [WHC Coalinga Course Outline Review Cycle Student Services Fall 2020 \(N3\)](#)
- [WHC Coalinga Meta-Majors \(N4\)](#)
- [Geography Curricular Map \(N5\)](#)
- [Liberal Arts – Social & Behavioral Science Curricular Map \(N6\)](#)
- [Political Science Curricular Map \(N7\)](#)
- [Psychology Curricular Map \(N8\)](#)
- [WHC Coalinga Counseling-Advising Team Breakdown \(N9\)](#)
- [WHC Coalinga On-Boarding \(N10\)](#)

Fiscal Reporting

Not applicable as the district/college does not have any unmet liabilities or high loan default. The district/college is not on any enhanced fiscal monitoring.

Appendices



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

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**2020 Annual Report
Final Submission**
04/04/2020

West Hills College Coalinga
300 Cherry Lane
Coalinga, CA 93210

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Kyle Crider
3.	Phone number of person preparing report:	559-934-2129
4.	E-mail of person preparing report:	kylecrider@whccd.edu
5.	Type of Institution	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2016-17: 5,612 2017-18: 5,762 2018-19: 7,114
6a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	3 % 23 %
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2016-17: 5,567 2017-18: 5,657 2018-19: 6,956
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year.	NA

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2016-17 3,788 2017-18 4,207 2018-19 5,389
8a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	11 % 28 %
9.	Do you offer Correspondence Education?	No

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	25 %
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	College established dashboard
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.westhillscollege.com/coalinga/about/institution-set-standards.php

Institution Set Standards for Student Achievement

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#	Question	Answer															
Course Completion Rates																	
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>55 %</td> <td>63 %</td> <td>63 %</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	55 %	63 %	63 %									
2016-17	2017-18	2018-19															
55 %	63 %	63 %															
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>75 %</td> <td>75 %</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	N/A	75 %	75 %									
2016-17	2017-18	2018-19															
N/A	75 %	75 %															
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>70 %</td> <td>72 %</td> <td>76 %</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	70 %	72 %	76 %									
2016-17	2017-18	2018-19															
70 %	72 %	76 %															
Certificates																	
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number-Other															
	If Number-Other or Percent-other, please describe:	Unduplicated headcount of students earning certificates in order to align with Chancellor's Office Vision for Success Definition															
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>139</td> <td>175</td> <td>175</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	139	175	175									
2016-17	2017-18	2018-19															
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2016-17	2017-18	2018-19															
N/A	220	220															
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>207</td> <td>254</td> <td>266</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	207	254	266									
2016-17	2017-18	2018-19															
207	254	266															
Associate Degree (A.A./A.S.)																	
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number-Other															
	If Number-Other or Percent-other, please describe:	Unduplicated headcount of students earning degrees in order to align with Chancellor's Office Vision for Success Definition															
15a.	List your Institution-Set Standard (floor) for degrees:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>204</td> <td>240</td> <td>240</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	204	240	240									
2016-17	2017-18	2018-19															
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2016-17	2017-18	2018-19															
N/A	300	300															
15c.	List actual number or percentage of degrees:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>293</td> <td>287</td> <td>360</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	293	287	360									
2016-17	2017-18	2018-19															
293	287	360															
Bachelor's Degree (B.A./B.S.)																	
16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No															
Transfer																	
17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers															
	If Number-Other or Percent-other, please describe:																
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>195</td> <td>195</td> <td>195</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	195	195	195									
2016-17	2017-18	2018-19															
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17d.	List actual number or percentage of students who transfer to a 4-year college/university:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>296</td> <td>262</td> <td>316</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	296	262	316									
2016-17	2017-18	2018-19															
296	262	316															
Licensure Examination Pass Rates																	
18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	<table border="1"> <thead> <tr> <th>Program</th> <th>Examination</th> <th>Institution set standard</th> <th>2016-17 Pass Rate</th> <th>2017-18 Pass Rate</th> <th>2018-19 Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Psychiatric Technician</td> <td>state</td> <td>80 %</td> <td>53 %</td> <td>78 %</td> <td>n/a %</td> </tr> </tbody> </table>	Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate	Psychiatric Technician	state	80 %	53 %	78 %	n/a %			
Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate												
Psychiatric Technician	state	80 %	53 %	78 %	n/a %												
Employment rates for Career and Technical Education students																	
19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:	<table border="1"> <thead> <tr> <th>Program</th> <th>Institution set standard</th> <th>2016-17 Job Placement Rate</th> <th>2017-18 Job Placement Rate</th> <th>2018-19 Job Placement Rate</th> </tr> </thead> <tbody> <tr> <td>Psychiatric Technician</td> <td>83 %</td> <td>n/a %</td> <td>n/a %</td> <td>n/a %</td> </tr> <tr> <td>Administration of Justice</td> <td>60 %</td> <td>n/a %</td> <td>n/a %</td> <td>n/a %</td> </tr> </tbody> </table>	Program	Institution set standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate	Psychiatric Technician	83 %	n/a %	n/a %	n/a %	Administration of Justice	60 %	n/a %	n/a %	n/a %
Program	Institution set standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate													
Psychiatric Technician	83 %	n/a %	n/a %	n/a %													
Administration of Justice	60 %	n/a %	n/a %	n/a %													

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Business Administration	60 %	n/a %	n/a %	n/a %
Welding	60 %	n/a %	n/a %	n/a %
Child Development	60 %	n/a %	n/a %	n/a %

Other Information

20.	<p>Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).</p> <p>In 2018, WHCC moved to using the Chancellor's Office CTE Launchboard for job placement data; however, these data have not been updated and most recent year reported is currently 2015-16. Licensure pass rates for Psychiatric Technician are based on most current data from California Board of Vocational Nurses and Psychiatric Technicians.</p>
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

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