

WEST HILLS COLLEGE COALINGA: EDUCATION MASTER PLAN

PRESIDENT'S MESSAGE AND EXECUTIVE SUMMARY


On behalf of West Hills College Coalinga (WHCC), I am pleased to present our 2022-2032 Educational Master Plan. This plan was developed post COVID-19 pandemic and was the result of reflection, discussion, and work by faculty, staff, students, as well as members from the WHCC Community.

West Hills College Coalinga (WHCC) is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The existing campus, built on 40 acres of land, represents the first college established in the West Hills Community College District (WHCCD). In 1971, the college expanded services to the residents in the WHCCD service area by establishing the North District Outreach Center (Firebaugh Center). WHCC is grateful for the generous support of local residents, the community, local and regional industries, and all who have contributed to the success of the expanding college and district programs over the years.

The WHCC Educational Master Plan (EMP) is an essential component of the College's integrated planning process and aligns with our mission and vision, "the relentless pursuit of student success." The importance of building effective partnerships, strengthening communities, and transforming lives is based on this plan. A special thanks goes out to the entire college community for their involvement in this project, the information gathered through qualitative and quantitative data, and the countless hours of work invested in this plan's development. The identified themes that emerged for WHCC were bringing the college to our students, maximizing the on-campus experience, community connections, institutional process and communications, and program development.

I am grateful to the WHCC faculty, students, and staff as well as members of the WHCC community for their contributions and participation in the development of the Educational Master Plan. We held five intensive compression planning sessions to gather invaluable information that will contribute to our plan. By being engaged, you truly helped ensure this was a collegial, collaborative, and inclusive process.

Thank you,



Dr. Carla J. Tweed
President, West Hills College Coalinga

THEIR CONTRIBUTIONS AND PARTICIPATION IN THE DEVELOPMENT OF THIS CRITICAL AND SIGNIFICANT PLAN. MISSION, VISION, VALUES AND OBJECTIVES

Mission

West Hills College Coalinga inspires all learners to recognize their potential and achieve their goals through the delivery of high-quality academic instruction, programs, and support services. The college fosters equity and economic mobility by providing the environment to think critically, communicate effectively, and develop leadership skills to support our diverse communities.

Vision

West Hills College Coalinga will provide a vibrant learning environment that delivers on our commitment to the 'relentless pursuit of student success'.

Core Values

- Connectedness and Engagement
- Nurturing Success Holistically
- Focus and Direction

Strategic Objectives

1. Provide high quality teaching and learning opportunities aligned with intentional, well-communicated pathways that reduce student costs, expand student access, accelerate success, and increase completion.
2. Eliminate/Reduce Equity & Achievement Gaps.
3. Provide integrated, holistic services that support affordability, student basic needs, student success, and completion.
4. Foster campus and community engagement that promotes exemplary learning and working environments.
5. Continue to build institutional efficiency and effectiveness.

PURPOSE OF THE EDUCATION MASTER PLAN

The Education Master Plan (EMP) for West Hills College Coalinga has been built to identify the target student populations for the college in the coming decade as well as the educational and support programs that will help our students meet their goals. In doing this, the plan represents a compass rather than a roadmap, pointing the college toward broad, future directions, while providing the flexibility to respond to the challenges and opportunities that lie ahead.

This plan is supported by other plans and elements within the college's integrated planning structure, most notably its *2021-2026 Strategic Plan*. The Strategic Plan complements this EMP by establishing the goals, strategies, and core values in support of the college mission.

Future facility plans and needs for the college will be set in the next iteration of the college's Facilities Master Plan and will be driven explicitly by the programs, services, and student populations targeted in this Education Master Plan.

COLLEGE HISTORY

West Hills College Coalinga is part of the West Hills Community College District and has a rich history of serving the educational needs of the west side of the San Joaquin Valley. The college campus sits on 40 acres on Cherry Lane in Coalinga, runs Farm of the Future in Coalinga, and the WHCC Firebaugh Center in Firebaugh. The district traces its roots back to 1932, when the Coalinga Extension Center for Fresno State College was founded to offer classes through the local high school district.

In the 1940s, Coalinga College ended formal ties with Fresno State and came under the control of the Coalinga Union High School District. In 1956, a new 40-acre campus for the school opened on Cherry Lane in Coalinga. In 1961, the school separated from the high school district and, in 1969, became known as West Hills College. In 1963 the college expanded its reach into the surrounding communities Tranquillity, Firebaugh, and Mendota. In 1971, an education center was opened in Firebaugh. In 1998, a \$19.5 million bond measure, Measure G, passed to fund the building of the college and remodeling at both the Coalinga and Firebaugh campuses.

In 2001, the Allen family donated 213 acres in Coalinga to the college where the Farm of the Future is located. Voters passed Measure C in 2008, which benefitted West Hills College Coalinga and provided \$11.6

million in funds to build new agriculture facilities at the Farm of Future and modernize several campus buildings. Measure Q, an \$11.8 million measure, was also passed in 2008 to provide funds for the, Firebaugh Center. In 2022, a new 41,263 square-foot building was opened to serve students attending the Firebaugh Center. The building houses a Fresno County library and field office for the California Department of Food and Agriculture and replaced the last 11,764 square-foot center.

West Hills College Coalinga inspires all learners to recognize their potential and achieve their goals through the delivery of high-quality academic instruction, programs, and support services. The college fosters equity and economic mobility by providing the environment to think critically, communicate effectively, and develop leadership skills to support our diverse communities. The college serves the communities of Avenal, Cantua Creek, Coalinga, Dos Palos, Firebaugh, Huron, Mendota, San Joaquin, Three Rocks, and Tranquility.

THE PLANNING PROCESS

The Education Master Planning process kicked off in May 2022 with a meeting of the EMP Taskforce. Taskforce membership was comprised of college administrators and appointees from the Academic Senate, CSEA, and Associated Student Body to ensure broad representation by campus stakeholders. The purpose of the plan was identified along with data needs, and the taskforce established a timeline for proposed planning activities, plan development, and stakeholder review and approval.

At the core of the planning process were five intensive Compression Planning sessions facilitated by WHC Coalinga President Dr. Carla Tweed. Each session was made up of members of a single college stakeholder group: administrators, faculty, staff, students, with a final session for community members that also served as a make-up session for any individuals not able to attend their prior stakeholder-specific session. Each session was structured to gather input and select top ideas along eight specific prompts developed by the EMP taskforce:

1. What are our strengths?
2. What are our weaknesses?
3. What are our areas of opportunities?
4. What are our threats?
5. What is our role in the community?
6. What ways can we maximize current or new programs with enrollment in mind?
7. What types of modalities do we need for delivery of instruction and student services?
8. What program initiatives, programs, and projects are needed to support WHCC's Mission/Vision in the next 10 years?

Following completion of all five Compression Planning sessions, all session reports were reviewed by the EMP taskforce and were then handed off to WHCCD's Institutional Research (IR) team for synthesis and development into the draft Education Master Plan. The IR team approached this process from an interpretive qualitative framework to organize and synthesize the themes and broader meanings that surfaced through the planning process. This analysis consisted of inductive coding of the reports produced by the planning process, combined with periodic member checks and review of draft documents by the college EMP Taskforce. Input from additional meetings related to WHC Coalinga's Farm of the Future was integrated into the draft plan to provide further detail for this specific area of focus.

Ultimately, this draft was handed off to the college for final revisions, review, and approval through the college's participatory governance structure and was approved by the College Council December 3, 2022] and the WHCCD Board of Trustees on [insert board approval date here].

SWOT ANALYSIS

Strengths

- WHC Coalinga employees are accustomed to navigating institutional change, responding to new challenges, and taking on new roles
- Small classes and the overall size of the institution allow for students to receive individualized attention, tailored to their unique needs
- A strong focus on building relationships with our students, centered around empathy and caring
- The college has well-established support services for students
- Residence halls allow for the college to recruit beyond the local region and contribute to campus life
- Athletics programs are well-established and contribute to campus life and community engagement

Weaknesses

- Limited personnel and fiscal resources due to the size of the college
- A general lack of urgency within the institution, including instructional programs that need updates to better meet the needs of the workforce
- Administrative turnover over the last several years has contributed to a lack of consistent leadership
- On-campus services may not fully meet student needs, from bookstore availability to hours of support services
- Lack of college involvement with the community
- Undocumented and informal processes create barriers for students and confusion and stress for staff
- Employee communication is siloed and often difficult between departments
- Facilities are aging and inadequate

Opportunities

- CVC-OEI will give broader reach and provide greater access to WHC Coalinga's online offerings
- Utilize facilities as opportunities for community engagement and additional instructional offerings (theater, Farm of the Future, Firebaugh Center)
- The service area has a large adult population with unmet educational needs, opening opportunities for expansion and diversification of program offerings
- Explore ways the Farm of the Future can support leadership, innovation, and entrepreneurship in agriculture

Threats

- Other regional community colleges with the ability to offer updated versions of similar programs
- Statewide initiative to increase student housing supply may draw students away, particularly colleges that are better equipped to support out-of-state students
- Geographic isolation is a barrier to bringing services and resources into the community, e.g., mental health service availability
- There are limited activities and amenities in the community to attract and retain students
- Student needs and wants are changing, often towards disinterest in higher education
- Funding variability and unfunded mandates further stretch limited college resources

EDUCATION MASTER PLAN: DIRECTIONS FOR THE FUTURE OF WEST HILLS COLLEGE COALINGA

Through the planning efforts described in this document, five major themes were identified to chart the course for West Hills College Coalinga over the next ten years:

- Bringing College to Our Students
- Maximizing the On-Campus Experience
- Community Connections
- Institutional Processes and Communication
- Program Development

Distance Education as a Bridge to Bring College to Students

Within these five themes, distance education is identified as playing a key role in West Hills College Coalinga's future. Even with challenges associated with broadband access throughout the Westside, distance education at WHC Coalinga reaches thousands of students each year.

What's more, distance education supports the viability and the variety of on-campus programs and offerings at the Coalinga Campus, the Farm of the Future, and the Firebaugh Center by enabling the college to offer classes via distance education that may not otherwise fill if offered in a face-to-face modality. At the same time, this requires that the college strike a balance in face to face and distance education offerings, ensuring a vibrant on-campus learning experience while offering flexibility and diversity of courses through distance education.

BRINGING COLLEGE TO OUR STUDENTS

DATA CONNECTIONS:

- The COVID-19 Pandemic has caused a steep decline in enrollment: number of students enrolled in 2021-22 at WHC Coalinga declined by 24% compared to 2018-19. (IES, p. 24)
- Key subpopulations for 2021-22 as a percentage of unduplicated headcount:
 - Dual Enrollment Students = 37%
 - Rising Scholars (Inmate Education students) = 10%
 - All Other, Open Admission = 53%; Firebaugh Center students accounted for 4% of the 53% (IES, p. 24)
- Enrollment (duplicated headcount) changes by modality over the past five years (2017-18 to 2021-22)
 - Hybrid increased by 34% to 2,281
 - Online increased by 35% to 12,488
 - Face-to-face has decreased by 60% to 3,413 (IES, p. 82)
- The city of Coalinga, with its population of 16,140, is the largest city in the service area of 112,985. Firebaugh has a population of 7,870. The remaining 79% of the service area population is scattered throughout a number of communities without close proximity to a campus location. (IES, p. 11)

PLAN: BRINGING COLLEGE TO OUR STUDENTS

Expand and enhance distance education to reach students beyond the Coalinga Campus, Farm of the Future, and Firebaugh Center

- Participate in California Virtual Campus – Online Education Initiative (CVC OEI) and Open Education Resource (OER)– extending the reach of the college's online offerings by making them available to students statewide, while improving standards and quality of distance education offerings

- Continue to offer hybrid and online with options for face to face, especially as it minimizes travel time for students commuting to campus from outlying, rural areas
- Explore more fully online options (both asynchronous and synchronous)
- Explore accelerated classes through alternative class lengths
- Offer existing and new programs that can be completed 100% via distance education. These fully online programs can offer flexibility for local students with busy schedules, while at the same time attracting students from farther afield

Explore options for expanding rural student services

- Provide mobile and virtual/remote student services to bring college outreach, onboarding, and student support into rural communities
- Develop community focused outreach with emphasis on programs most relevant to the local job market
- Offer classes at satellite locations and off-campus facilities to provide greater access to rural communities

Reach out to specific non-traditional student populations

Growing enrollment and access for non-traditional student populations is critical to the vitality of our communities and to the continued sustainability of WHC Coalinga. However, these populations are largely or entirely off-campus and may need the college to come to them, either physically or virtually, and should be supported by specialized modalities, support services, and program pathways. These populations include:

- Non-traditional, adult learners with credit – offer credit, non-credit, and not-for-credit courses and program such as ESL, basic computer skills, citizenship courses, non-credit CTE, and CTE in Spanish
- Rising Scholars (Inmate Education)
- High School Dual Enrollment - expand participating schools and available pathways

MAXIMIZING THE ON-CAMPUS EXPERIENCE

DATA CONNECTIONS

- In the most recent year, the number of students in the residence halls was at 145. However, residence halls only provide housing to 74% of student athletes and 61% of international students. (IES, p. 137 & 140)
- Between 2009 and 2011, the international student program headcount was at its height with more than 120 students a year. In the most recent year, there were 23 international students. (IES, p. 137)
- On-campus enrollments (Coalinga campus = 2,772 and Firebaugh Center = 520) accounted for 29% of the WHC Coalinga’s open admissions enrollment in 2021-22. (IES, p. 84)
- Only one out of every three (34%) Firebaugh Center students and fewer than one in four (23%) Coalinga Campus students in 2021-22 came from an area with high levels of broadband internet adoption. (IES, p. 17)
- The COVID-19 Pandemic has dramatically impacted college enrollment; comparing 2021-22 to 2017-18, open admission face-to-face enrollment has fallen by 70%, hybrid by 23%, video conference by 89% whereas online has increased by 26%. (IES, p. 82)

PLAN: MAXIMIZING THE ON-CAMPUS EXPERIENCE

The college should renew its commitment and focus on the programs that bring student life and vitality to campus, and diversity to the local community. These programs are an integral part of West Hills College Coalinga's identity for itself and within the community.

- Pursue opportunities to upgrade and expand student housing to maintain campus residence halls as a key resource for attracting students to the college and as a hub of campus life
- Rebuild and revitalize the International Student Program

- Continue the college commitment to intercollegiate athletics and look for opportunities to expand its athletic programs
- Explore ways to lower tuition costs for out of state and international students

Provide holistic quality services to students that include academic support, educational guidance, engagement opportunities, financial aid, and provide for their basic needs such as food, housing, mental and physical health. Increase services and student supports to attract and retain on-campus students.

- Develop on-campus facilities to support student wellness and basic needs
- Expand opportunities to bring adult learners to campus by offering childcare.
- Explore offering fitness center access for students
- Explore potential to re-establish campus store or bookstore
- Revamp campus space for students (study areas and student lounge)
- Provide late hours for student services and basic needs supports

CTE and STEM

- Expand CTE and STEM classes and programs requiring in-person labs and hands-on learning to bring more students to campus and to the Farm of the Future

Dual Enrollment on Campus

- Pursue K-12 partnership opportunities to bring dual enrollment students onto campus for classes, support, and enrichment opportunities, both in Coalinga and at the Firebaugh Center

Multiple Instructional Modalities

- Offer courses through multiple instructional modalities, emphasizing face to face instruction, augmented by hybrid offerings using both synchronous and asynchronous instruction
- Appeal to rural students traveling longer distances to campus by enabling fewer on-campus days and therefore less commute time

Student Transportation

- Explore opportunities to provide transportation from our rural communities to campus and the Firebaugh Center, including potential partnerships. This is especially relevant as poor broadband coverage throughout the Westside limits access to distance education for students in rural areas

Firebaugh Center

- Increase instructional efficiency by offering video conferenced classes, exploring options for in-room support for the location where the instructor is not present
- Take advantage of Firebaugh's relative proximity to Fresno and to Madera and Merced Counties to reach additional students

COMMUNITY CONNECTIONS

DATA CONNECTIONS

- Eighty-three percent of adults in the service area have earned less than an associate degree, with some communities approaching 90% or higher. (IES, p. 12)
- Across the WHC Coalinga service area, 21% of adults speak Spanish and very little English, a substantially higher rate than in Fresno County (8%) and across the state (5%). (IES, p. 12)

PLAN: COMMUNITY CONNECTIONS

WHC Coalinga adds to the diversity, vibrancy, and prosperity of the communities that it serves. College should be a means to transform lives through education, providing career opportunities and training to support the local job market, and offering cultural enrichment activities.

- The college is a major employer within its service area
- Out of State and International students bring diversity as well as tax dollars to the community
- CTE programs support employers by providing training and a skilled pool of potential employees
- The newly constructed Firebaugh Center is an anchor for higher education in the Westside and a model for future partnerships at WHC Coalinga

A Venue for Community Enrichment

West Hills College should utilize its facilities to serve as a destination for community enrichment.

- Host cultural and arts activities and speakers on campus through both college and community-sponsored events
- Maintain college athletic programs as a key driver of community support and engagement
- Make college facilities available for community use such as meetings for local organizations
- Explore intramural and community-driven opportunities for performing arts and use of the theater
- Host youth activities and camps, with potential to use the residence halls during the summer
- Support community fitness and recreation through access to fitness labs, athletic fields, and community sports camps and clinics
- Support community economic growth and entrepreneurship through access to campus maker space/incubator
- Offer community education courses
- Build on the existing community connections and partnerships at the Firebaugh Center (community room, county library, Ag Commissioner's office)

A Leader in the Community

West Hills College Coalinga should serve as a leader and a resource for the growth and well-being of its communities.

- Ensure that college is consistently represented in the community at meetings and functions
- Partner with the community to set and support shared goals
- Serve as an advocate for community needs
 - Broadband advocacy, etc.
 - Reimagine the Farm of the Future to position West Hills College Coalinga as a leader in emerging technologies and regenerative agriculture and a showcase to bring these practices to growers in the region

INSTITUTIONAL PROCESSES AND COMMUNICATION

DATA CONNECTIONS:

- Direct enrollment at West Hills following high school graduation varies by feeder school and has declined from 23% for the high school class of 2016 to 17% for the class of 2021. (IES, p. 20)
- Of first-time fall 2021 students, 83% had a FAFSA application on file by end of their first semester, the lowest point of the past six years. (IES, p. 111)
- The percentage of students with a comprehensive education plan on file has steadily increased to 70% for all open admission students in 2021-22 and 77% for first-time fall students in 2021-22. (IES, p. 47 & 111)

PLAN: INSTITUTIONAL PROCESSES AND COMMUNICATION

As a small institution, West Hills College Coalinga prides itself on its ability to provide students with a personal experience with individualized attention, combined with a flexible staff and faculty who are accustomed to filling many roles to taking on new projects and initiatives. However, these advantages are paired with an institutional tendency towards informality and inconsistency, reducing the effectiveness of staff and impacting both student and employee morale. Processes must be both documented and streamlined to facilitate communication between departments and to provide a smoother student experience.

Employee Communication and Processes

- Leverage participatory governance and established workgroups to ensure representation and clear communication between all constituencies
- Share leadership in participatory governance and build leadership capacity broadly as a hedge against administrative turnover
- Simplify internal process and carefully consider how best to make use of the college's limited personnel
- Reduce stress on staff and improve effectiveness by developing procedures and documentation to provide a consistent, comprehensive, and efficient student experience, particularly in student onboarding

Student Communication, Processes, and Support

- Streamline the class registration process
- Increase resources devoted to articulation and evaluation to provide students with a clear picture of academic progress
- Improve communication between students and counselors
- Explore new modalities and opportunities for support such as chat-based help for students and other online/virtual options
- Provide students with consistent advice, and clearly documented processes and pathways for every step of the student journey
- Tailor onboarding and outreach processes to meet the needs of varying student populations
- Continue and expand institutional focus on student services and support, including student wellness and basic needs

Curriculum Processes

- Streamline curriculum processes to accelerate the development of new courses and programs to respond to the needs of students, transfer institutions, the job market, and legislative mandates
- Improve processes for program evaluation and re-evaluation to ensure programs are up to date and meet the needs of students and the labor market

Explore opportunities for the further decentralization of District services

- Increase college ownership of processes and operations
- Strengthen unique college identity through branding
- Improve responsiveness to college needs

PROGRAM DEVELOPMENT

DATA CONNECTIONS

- The most-awarded program was the CSU Transfer Studies Certificate of Achievement with 254 students in 2020-21. (IES, p. 128)
- Of the 341 students that graduated with a degree in 2020-21, the top two degrees awarded were Liberal Arts – Social and Behavioral Science AA (138 graduates) and Liberal Arts – Math and Science AA (72 graduates). (IES, p. 122-123)
- There were 6 STEM degrees and 72 agriculture/industrial tech degrees and certificates of achievement awarded in 2020-21. (IES, p. 116-130)

- Labor market sectors in the region with the highest unmet annual demand:
 1. Healthcare (6,828 unfilled positions annually)
 2. Business and Entrepreneurship (6,604 unfilled positions annually)
 3. Energy, Construction, and Utilities (4,062 unfilled positions annually)
 4. Agriculture, Water, and Environmental Technologies (3,802 unfilled positions annually) (LMI, p. 4)

PLAN: PROGRAM DEVELOPMENT

Improve and streamline processes for program development and evaluation and ensure that college programs are up to date with current transfer requirements and workforce needs.

Transfer Programs

- Develop new Associate Degree for Transfer programs; refocus from liberal arts degrees that currently make up most degrees awarded
- Develop additional STEM transfer programs
- Increase variety and offerings of transferrable courses, including STEM

Career Technical Education

- Develop new and refreshed CTE programs that align with changing workforce needs

Farm of the Future

- Recast the Farm of the Future as West Hills College Coalinga's hub for agricultural and industrial technology training with a focus on regenerative agriculture and emerging practices and technologies
 - Collaborate with agricultural and industrial vendors to demonstrate regenerative ag and healthy soils
 - Search out and explore alternative crops that stimulate rural economies
 - Work with universities to promote and demonstrate practices for carbon neutrality
 - Adopt and demonstrate emerging technology that supports the workforce for processing, energy, and agricultural industries
 - Include emerging practices in Agriculture Science and Industrial Technology curriculum through demonstrations, research, and educational pathways
 - Work with governmental agencies and local officials to promote the long term environmental and economic sustainability in the Central Valley
- Continue to pursue a Baccalaureate program, focused on this emerging role for the Farm

Allied Health

- Pursue new, in-demand allied health programs, particularly focusing on programs with low to moderate start-up costs and broad opportunities for clinical placement. Potential programs include:
 - Medical assisting
 - Respiratory therapy
 - Pharmacy technician
- Fully utilize the allied health lab at the newly constructed Firebaugh Center to expand opportunities for students throughout the northern portion of the district

Explore new and flexible options for offering programs

- Develop fully online degree and certificate pathways
- Develop programs and pathways built around short-term and flexible course offerings
- Develop unique programs and pathways for the Firebaugh Center
- Explore opportunities for baccalaureate degrees
- Explore grants that support our educational and strategic objectives

Pathway Support

- Create Career and Transfer Centers to support students' goals and exploration of career and transfer opportunities
 - Develop and strengthen transfer partnerships with CSUs and UCs
 - Draw clear connections between degree and certificate pathways and the jobs that they lead to
 - Open possibilities for partnerships to student internships and job placement

IMPLEMENTATION

This plan will be implemented and evaluated through West Hills College Coalinga's existing participatory governance and integrated planning structure. College Council will annually review this Education Master Plan, set institutional goals and priorities aligned to the Plan, and assess progress from the prior year.

APPENDIX A: PLANNING PARTICIPANTS

WHC Coalinga Education Master Plan Taskforce

- Darrien Alexander, Classified Staff
- Sam Aunai, Administration/Management/Confidential
- Shaun Bailey, Administration/Management/Confidential
- Kyle Crider, WHCCD Institutional Research
- Leslie Flaming, WHCCD Institutional Research
- Ciuapilli Lopez, Student
- Amy Martinez, Administration/Management/Confidential
- Angela Tos, Administration/Management/Confidential
- Carla Tweed, Administration/Management/Confidential
- Jeff Wanderer, Faculty

Compression Planning Participants

- Richard Aguilar, Administration/Management
- Sam Aunai, Administration/Management
- Shaun Bailey, Administration/Management
- Justin Berna, Administration/Management
- April Betterson, Administration/Management
- Terry Brase, Administration/Management
- Javier Cazares, Administration/Management
- Octavio Cruz, Administration/Management
- Jay Darnell, Administration/Management
- Pedro Garcia, Administration/Management
- Justin Garcia, Administration/Management
- Jordan Hamill, Administration/Management
- Joe Hash, Administration/Management
- Ashlin Mattos, Administration/Management
- Bethany Mattos, Administration/Management
- Lissette Padilla, Administration/Management
- Andrea Pulido, Administration/Management
- Zach Soto, Administration/Management
- Rosalind Toliver, Administration/Management

- Darrien Alexander, Classified Staff
- Victoria Alfaro, Classified Staff
- Alejandra Amezcua-Garcia, Classified Staff
- Norma Carpenter, Classified Staff
- Stephanie Cervantes, Classified Staff
- Ashley Dove, Classified Staff
- Maria Drappo, Classified Staff
- Angela Eldridge, Classified Staff
- Karina Gonzalez, Classified Staff
- Reyna Gonzalez, Classified Staff
- Gabriela Martinez, Classified Staff
- Sheila Pappas, Classified Staff
- Kelly Rouska, Classified Staff
- Victoria Sigala, Classified Staff
- Alfredo Solorio, Classified Staff
- Juana Tapia, Classified Staff
- Jenifer Zuniga, Classified Staff

- Chief Jose Garza, Community Partner
- Tyler Hensley, Community Partner
- Bobbi Mahfood, Community Partner
- Jonathan Spreng, Community Partner

- Maria Ceballos, Faculty
- Christopher Chaney, Faculty
- Michael Cordero, Faculty
- Erin Corea, Faculty
- Melissa Delaney, Faculty
- Trista Haggard, Faculty
- Dr. Ken Henry, Faculty
- Annie Jorgens, Faculty
- Matt Magnuson, Faculty
- Lynette Mann, Faculty
- Mark Matteson, Faculty
- Rica McGinnis, Faculty
- Jean-Yves Merilus, Faculty
- Rodolfo Rodriguez, Faculty
- Alex Selim, Faculty
- Sarah Shepard, Faculty
- Molly Tatum, Faculty
- Sunny Vang, Faculty
- Valerie Walker, Faculty
- Jeff Wanderer, Faculty
- Brandy Wilds, Faculty

- Ally Beck, Student
- Maleik Bradford, Student
- Brody Brown, Student
- Mauricio Caldera, Student
- Lexie Canales, Student
- Buster Finona, Student
- Cesar Flores, Student
- KJ Ford, Student
- Eric Galosich, Student
- Samantha Garcia, Student
- Vondarius Gordon, Student
- Ali Grim, Student
- Cristina Herman, Student
- Jaice Holt, Student
- Juan Jonoso, Student
- Ciuapilli Lopez, Student
- Aiden Melendrez, Student
- Tyvon Moore, Student
- Geneva Moreno, Student
- Terrence Ray, Student
- Marco Rivas III, Student
- D'agostino Saintel, Student
- Nicholas Siegel, Student
- Sydnee Sifuentes, Student
- Jeremiah Smith, Student
- Joseph Star, Student
- Caleb Tasi, Student
- Champ Tenorio, Student
- Jaden Threat, Student
- Tristan Valle, Student
- Jayden Williams, Student

APPENDIX B: COMPRESSION PLANNING REPORTS

[full compression planning reports can potentially be included here]

APPENDIX C: EXTERNAL AND INTERNAL SCAN DATA

[links are placeholders for the draft; final document can have these included in the actual appendix]

Internal and External Scan: https://www.westhillscollge.com/district/departments/institutional-effectiveness/documents/empdata2022_coalinga_2022_07_07_final.pdf

Labor Market Data: <https://www.westhillscollge.com/district/departments/institutional-effectiveness/documents/whc-coalinga-lmi-june-2022.pdf>