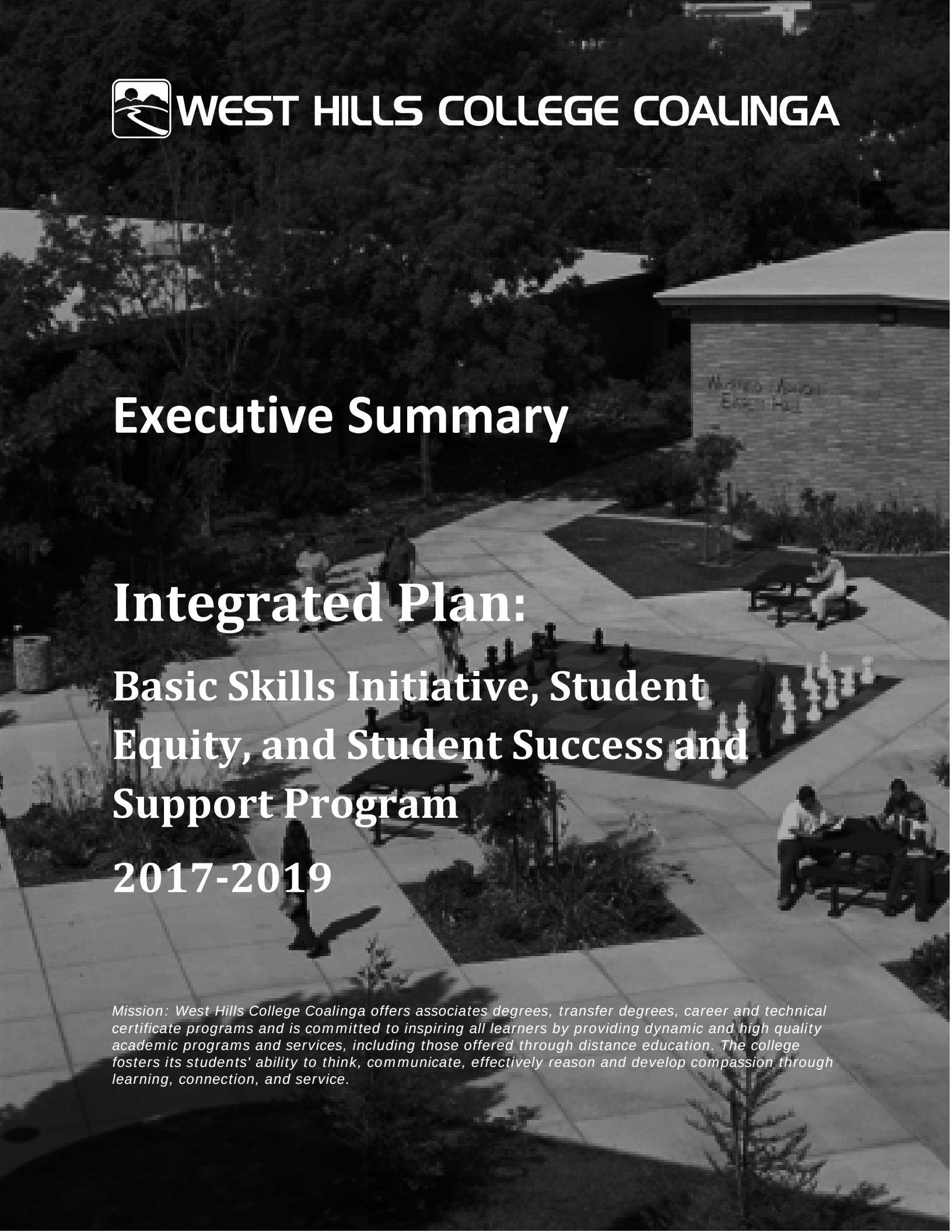

WEST HILLS COLLEGE COALINGA

Executive Summary

Integrated Plan:

Basic Skills Initiative, Student Equity, and Student Success and Support Program

2017-2019

Mission: West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring all learners by providing dynamic and high quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason and develop compassion through learning, connection, and service.

EXECUTIVE SUMMARY

West Hills College Coalinga (WHCC) is committed to student learning and success. In order to continue to promote student success, the Integrated Basic Skills Initiative (BSI), Student Equity (SE), and Student Success and Support Program (SSSP) Plan, hereafter Integrated Plan, allowed for the college to engage in college-wide integrated planning activities that promote access and successful outcomes for all students. West Hills College Coalinga's strategic planning sessions with stakeholders from all departments, including community members and students, along with the college's mission and goals, and our district's key performance indicators, guided the development of five overarching goals that define the college's commitment to student equity and success.

West Hills College Coalinga Mission Statement

West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring all learners by providing dynamic and high-quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason, and develop compassion through learning, connection, and service.

West Hills College Coalinga Goals

1. Improve success, retention and persistence of all students by improving transfer rates and the number of certificates and degrees awarded.
2. Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends.
3. Support and strengthen Career Technical Education programs through research and sustained interaction with the business community.
4. Develop new and strengthen existing external collaborative relationships and partnerships.
5. Advance a learning college culture that promotes a passion for learning and builds leadership and civic engagement across all stakeholder groups.
6. Provide new and expanded opportunities for faculty and staff development that support an atmosphere of excellence in academics and student support services.

West Hills College District Key Performance Indicators

1. Promote and increase student success, emphasizing educational planning, basic skills, and timely completion.
2. Strengthen the district's fiscal position by pursuing resource development and increased efficiency while meeting FTES targets.
3. Maximize access to programs and services throughout the region, focusing on all segments of the adult population.

4. Through the use of technology, increase access to educational programs and services that contribute to student success and strengthen the economic, social, and cultural life of its diverse community.
5. Increase and coordinate Workforce and Economic Development activities that are designed to meet the needs of employers and improve student employment and success in Career Technical Education programs.

Basic Skills and Equity Committee (BASE)

The BASE Committee led the efforts of developing the 2017-2019 Integrated Plan. The committee includes members from the classified staff, faculty, administration, students, and community members. The committee has been meeting once every month to discuss the development of the plan and will continue to meet and discuss the progress of the activities and projected outcomes. The committee membership is listed in Table 1 below.

Table 1

BASE Committee Members, Positions, and Term

Position Represented	Name	Term
Administrative Representative (Co-Chair)	Robert Pimentel	Ongoing
Administrative Representative (Co-Chair)	Mark Gritton	Ongoing
Faculty Representative (Co-Chair) (English)	Nick Andrews	Ongoing
Faculty Representative (Counseling)	Maria Ceballos	17-18
Faculty Representative (Counseling)	Erin Corea	17-18
Faulty Representative (Math)	Lynnette Mann	
Faculty Representative (English)	Jill Bonds	
Faculty Representative (Math)	Ken Sowden	
Library	Matt Magnuson	17-18
Academic Senate	Jeff Wanderer	Ongoing
DSPS	Jennifer Twist	17-18
TRiO	Juan Rubio	17-18
Advising	Emma Santos	17-18
Advising	Pedro Garcia	17-18
Equity Coordinator	Zachary Soto	Ongoing
Community- Bookstore	Linda Lewin	17-18
Residential Living	Alex Villalobos	17-18
Executive Vice President	Francisco Banuelos	17-18
Admin Support	Jennifer Zuniga	17-18
Admin Support	Angela Eldridge	
Research	Kyle Crider	Ongoing
Student Representative	Diego Mendez	17-18
Student Representative	Angie Mora	17-18
Dual Enrollment Coordinator	Kenny Lopez	Ongoing
Tutor Coordinator	Brian Rouska	Ongoing

Summary of Student Equity Progress

Table 2 provides a synopsis of the progress that has been made for the past two years on WHCC Student Equity Goals.

Table 2

Student Equity Goals and Outcomes

1. Access: Increase access to Hispanic/Latino students, males, and students with disabilities by 2-5% by 2018.	1. Number of Hispanic students enrolled has increased from 2,338 (61.2% of student population) in 2014-15 to 3,140 in 2016-17 (67.1% of student population). Number of male students has increased from 1,537 in 2014-15 to 1,757 in 2016-17; however, there has actually been a decrease in the percentage of the student population that is male (40.2% in 14-15 vs. 37.5% in 16-17). DSPS students have increased from 133 (3.5%) to 194 (4.1%).
2. Course Completion: Increase course completion rate for African-American students, Foster Youth, and students with disabilities by 3% annually.	2. African-American students increased course completion rates from 63% to 66%. Students with disabilities course completion rates went from 59% to 68%. We do not have enough information on our foster youth.
3. ESL and Basic Skills Completion: Increase basis skills completion rates for both male and female students, African- American students, and students with disabilities by 3-5% annually.	3. African-American students increased from 20% completion to 63% completion; DSPS students increased from 33% to 48%; Male students increased from 33% to 41% completion and female students increased from 34% to 60%. Data collected from one grade level below in English. African-American students did not improve in mathematics; there was a 10% decrease. DSPS students increased from 10% to 14% completion. Male students increased from 4% to 14%, and female students increased from 10% to 29%. All data collected from one grade level below transfer-level mathematics.
4. Degree and Certificate Completion: Increase the number of degrees and certificates obtained by males, African-American students, and students with disabilities by 10% annually.	4. Our completion of certificates and degrees for male students dropped from 268 completions to 207 (33% drop); African-American completion rates increased from 26 to 38 (52% increase); DSPS students increased from 18 to 31 (58% increase).
5. Transfer: Increase transfer rates of female and Hispanic/Latino students to four-year institutions by 5% annually.	5. Female transfer rates increased from 113 to 152 (26% increase). Hispanic student transfer rates went from 115 to 159 (28% increase).

2017-2019 Integrated Plan Goals

Table 3 includes the goals for the Integrated Plan and activities from BSI, SE, and SSSP programs. The goal of this new plan is to integrate the three plans to achieve the goals of all three programs. Each program will help WHCC reach its goals by implementing activities under each program, funded by the three separate budgets.

Table 3

2017-2019 Goals and Activities for the Integrated Plan

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
1. Increase completion and persistence through the English and math course sequences. ***(KPI Goal 1)***	*Create a formal process for multiple measures assessment and placement.*	*Send faculty to one professional development activity related to co-requisite acceleration every year.*	*Send faculty to one professional development activity related to co-requisite acceleration every year.* *Incorporate non-credit math remediation boot camps to increase math skills by one level for all students below college level.* *Adopt and implement a state or national co-requisite model for accelerated math to increase completion of transfer-level math.*	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*

2. Increase access for non-traditional populations, including re-entry students, adult learners, dual-enrollment students, and prison population. ***(KPI Goals 1, 2, 3, & 4)***	*Expand core services for prison population and other off-site programs.* *Continue strong partnerships with city, county, local school districts, and AEBG Consortium to serve at-risk population and returning adult learners as evidenced by AEBG programs and services.*	*Expand ESL course offerings to communities in service areas with a bridge to credit-bearing English courses.*	*Expand ESL course offerings to communities in service areas with a bridge to credit-bearing English courses.*	*X Access* *☐ Retention* *☐ Transfer* *X ESL/Basic Skills Completion* *X Degree & Certificate Completion* *☐ Other:_____ _____*
3. Increase Student Engagement **(KPI Goals 2 & 3)**	*Organize study opportunities for WHCC students at crucial tipping points during the semester.* *Create a Welcome Center where students can access necessary information to navigate the campus and locate services and resources (in accordance with sect. 55521).*	*Add additional extra-curricular events during the semester (e.g., debates, film screenings, faculty lectures, guest speakers) to enhance cultural diversity/enrichment, campus life, and student leadership.*	*Organize a "One-Book" initiative to promote a campus-wide reading community.*	*X Access* *X Retention* *☐ Transfer* *☐ ESL/Basic Skills Completion* *☐ Degree & Certificate Completion* *X Other: Engagement*

4. Reduce equity gaps in degree completion for Hispanic and African-American students. ***(KPI Goals 3 & 4)***	*Create a formal process for multiple-measures assessment and placement.* *Incorporate Guided Pathways model into educational planning and student support services.* *Incorporate "15-to-Finish" model (CCA) and increase total number of students enrolling in 15 units by 3%.*	*Develop an outreach plan to increase total number of students attending tutoring.* *Based on student survey results, update online orientation.* *Create a First-Year Experience Program and/or learning communities for student success.*	*Work with faculty to increase the use of supplemental instruction in math and English courses.* *Adopt a state or national model for accelerated math to increase enrollment into transfer-level math.*	*X Access* *X Retention* *☐ Transfer* *☐ ESL/Basic Skills Completion* *X Degree & Certificate Completion* *☐ Other:_____ _____*
5. Increase amount of students entering the workforce and/or skill-builders ***(KPI Goal 5)***	*Develop a Career Center to increase employability skills and provide support for employment and internship opportunities for students.* *Through college orientation, increase percentage of students who register for* LinkedIn*.*	*Develop at least one employability skills workshop per semester (i.e., resume, interviewing skills, job readiness).* *Develop a Prior Learning Assessment program to evaluate skills for students to obtain credit based on portfolio of skill sets.* *Create a library guide highlighting employability skills.*		*☐ Access* *☐ Retention* *☐ Transfer* *☐ ESL/Basic Skills Completion* *☐ Degree & Certificate Completion* *X Other: Enter Employment*

Past Expenditures for BSI, SSSP, and SE

Tables 4, 5, and 6 provide an accounting of how the BSI, SSSP, and SE programs expended their funding for 2014-2015, 2015-2016, and *2016-2017.

Table 4

Basic Skills Expenditures

Category	*2014-2015*	*2015-2016*	*2016-2017*	*Category Totals*
Program and Curriculum Planning and Development	0	0		0
Student Assessment	0	0		0
Advisement and Counseling	0	0		0
Supplemental Instruction/Tutoring	79215	77079	88373	244667
Instructional Materials and Equipment	0	0		0
Coordination	5852	1091	362	7305
Research	4933	0		4933
Professional Development	0	11830	1265	13095
Program Totals	90000	90000	90000	270000

**Note: 2016-2017 expenditures are projected because funding goes through June 30, 2018.*

Table 5

Student Success and Support Program Expenditures

Category	*2014-2015*	*2015-2016*	*2016-2017*	*Category Totals*
Orientation	60654	110117	102610	273381
Assessment	33144	110116	102610	245870
Counseling/Ed Plan	69804	153663	143654	367121
Follow-Up	75685	189482	177857	443024
Coordination Research	105933	169770	157334	433037
Program Totals	345220	733148	684065	1762433

**Note: 2016-2017 expenditures are projected because funding goes through June 30, 2018.*

Table 6

Student Equity Program Expenditures

Category	***2014-2015***	***2015-2016***	***2016-2017***	***Category Totals***
Outreach	30128	65584	7500	103212
Student Services and Categorical	6356	39116	131358	176830
Research and Evaluation	38722	7	0	38729
Student Equity Coordination and Planning	23672	25628	114868	164168
Curriculum/Course Dev. And Adaptation	0	1577	0	1577
Professional Development	26138	32509	15298	73945
Instructional Support	23673	25597	32631	81901
Direct Student Support	29534	209656	32519	271709
Program Totals	178223	399674	334174	912071

**Note: 2016-2017 expenditures are projected because funding goes through June 30, 2018*

2017-2018 Projected Expenditures

Table 7

BSI, SE, SSSP Integrated Budget Plan

Category	**BSI**	**Equity**	**SSSP**	**SSSP Match**	**Total**
Academic Salary		$80,957	$113,752	$86,391	
Classified/ Non Academic	$53,500	$105,864	$257,281	$291,088	
Employee Benefits	$16,050	$77,568	$173,886	$173,568	
Supplies & Materials	$13,001	$15,159	$2,333		
Other Operating	$7,449	$17,942			
Capital Outlay					
Other Outgo		$30,000			
Total	**$90,000**	**$327,490**	**$547,252**	**$551,047**	**$964,742**

Table 7 provides the anticipated budget for the BSI, SE, and SSSP Integrated Plan and is aligned with the overall goals and activities of the plan. The BSI budget will continue to fund tutorial, supplemental instruction, special programs such as study programs and remedial boot camps, and professional development for faculty, staff, and administrators for continuous improvement. The

budget is aligned to provide integral services that will help students achieve their educational goals. Aligning with the new Guided Pathways framework, the BSI budget will continue to offer intrusive tutorial and supplemental instruction to ensure the success of students who are placed in remedial math and/or English.

The SE budget is aligned with the goals of the Integrated Plan by ensuring that funding is available for staffing, professional development for staff, faculty, and administrators, and special activities, such as debates, film screenings, faculty lectures, and campus-life activities. Through SE Funding, WHCC will continue to strive to create a culture of equity and success for all students. The new implementation of the Guided Pathways framework will not only ensure that WHCC continues to create open access for all students but will also implement intrusive services to promote completion of certificates and degrees.

SSSP funding will be designated to fund activities that are crucial to the success of students. Through SSSP funding, WHCC will ensure that counselors and advisors create a formal process of multiple measures placement to eliminate the process of assessment for incoming students. Funding will also be used to expand matriculation services to our adult learners, prison population, and dual-enrollment students to ensure that students have a roadmap to completion. The college will reduce equity gaps in some of our disproportionate groups by funding activities that promote the "15-to-Finish" model created by Complete College America (CCA). SSSP funding will also be used to implement the Guided Pathways framework to ensure that students persist from one semester to the next and have a clear path to completion and employment.

Future and Ongoing Initiatives Supporting the Integrated Plan

Professional Development: WHCC recently added a professional development committee to the shared governance structure. The goal of the committee is to discuss professional development needs and ensure that staff, faculty, and administrators have the training required to promote student success and equity. One of the goals of the committee is to promote an equity-minded campus where stakeholders focus on cultural relevance, equity issues, and social justice.

Guided Pathways: The Guided Pathways framework was recently introduced to the California Community College system as a model that promotes student success. WHCC is currently working with all campus stakeholders to develop a self-assessment of where the campus currently stands on the Guided Pathways initiative and will be working closely with all stakeholders to change the campus culture to promote the framework for the entire campus. Even though the campus is at the beginning stages of implementation, it has started working on many of the elements that are required to implement the model. The new framework allows college campuses to promote student equity through changes to our entire college culture that not only promote access but also promote completion. Initiatives such as 15-to-Finish and the College Promise will be part of the framework of change that will create a culture of access and completion at WHCC.

Open Educational Resources: WHCC recently applied and was awarded a Zero-Textbook Cost Degree (Z-Degree) grant that will allow WHCC faculty and staff to develop open educational resources (OER) that will help students with textbook costs. Following our district policy BP-4042, stating that by 2020, 100% of our courses will use OER instead of traditional textbooks, our campus will develop OER materials and texts for Kinesiology and for a certificate of completion in Agricultural Science. The grant will help faculty and staff continue with the mission to reduce and/or eliminate the cost of textbooks for WHCC students.

Summary

The BASE Committee has worked with members from all constituent groups on campus to develop the Integrated Plan presented above. The goals and activities of our 2017-2019 Integrated Plan align with WHCC's mission, campus goals, and the West Hills Community College District's key performance indicators. The integrated plan is focused on providing equitable access to students, closing achievement gaps for disproportionately impacted populations, and creating opportunities for students to complete their educational goals. As the plan begins implementation in February 2018, the BASE Committee will monitor and report on the progress of the goals to the WHCC College Council.

Contact Information

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