WEST HILLS COLLEGE
COALINGA

Student Equity and Achievement Plan and Executive Summary 2019-2022

EXECUTIVE SUMMARY

West Hills College Coalinga (WHCC) is committed to student learning and success. The development of the Student Equity and Achievement Plan, hereafter SEAP, 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 the California Community College Chancellor's Office (CCCCO) Vision for Success, guided the development of five overarching goals that define the college's commitment to student equity and achievement.

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.

Process and Schedule

The Student Success Committee (SSC) is responsible for advancing equity at West Hills College Coalinga and led the efforts of developing the 2019-2022 Student Equity and Achievement Plan (SEAP). The committee includes members from the classified staff, the community, faculty, administration, and students. The Student Success Committee met monthly to review and discuss equity goals and the development of the plan.

The Student Success Committee will continue to meet monthly to discuss the progress of the activities, the projected outcomes, and make any necessary adjustments. As such, SSC will review equity data and analyze advancements towards or lack of progress of equity. Three forms of data resources will be used to evaluate the College's student equity goals: 1. Data indicators will be reviewed on an annual basis, as the data is made available through the state Chancellors Office, 2. Data provided by the Office of Institutional Effectiveness (OIE) will be reviewed quarterly, and 3. Reports from Student Success Teams will be reviewed monthly as students make progress on key milestones that directly influence equity advancements specific to the identified Disproportionately Impacted (DI) groups. SSC will track services, activities, and their impact on the goals to determine if adjustments are necessary.

The Office of Institutional Effectiveness (OIE) has created success reports using Tableau Workbooks that support the College's Program Review, Institutional Set Standards, Achieving the Dream (ATD) Data Team, and the Vision for Success Goal Alignment. The OIE reports include equity data that will be adapted to evaluate equity goal progress each semester.

Student Services has developed Student Success Teams that include a Counselor, Advisor, Student Services Technician, and a Financial Aid Technician. Using Civitas and OIE reports, each team tracks student milestones daily for their assigned students. Data reports on DI groups and student milestones will be provided to each Student Success team by the fall of 2019. Each Student Success team will have a designated Data Coach to present student momentum points and equity progress for each of their teams to SSC on a monthly basis.

The Student Success Committee will provide progress reports to College Council each semester using data provided from OIE and reports from the Student Success Teams. SSC will produce annual progress reports, including data equity data from the California Community College Chancellor's Office if available, and submit to IEAC for inclusion in their annual report.

All reports will include operational adjustments and activities linked to each equity goal and will be integrated to advancing efforts towards each Vision for Success Goal.

The Student Success Committee Membership is below:

Table 1. Student Success Committee Members and Positions

Position Represented	Name
Administrative Representative (Chair)	Vice President of Student Services
Dean of Student Services	Javier Cazares
Faculty Representative	Nick Andrews
Faculty Representative (Counseling) Faculty Representative (DSPS/Counseling) Faulty Representative (Math) Faculty Representative (English)	Maria Ceballos Jennifer Twist Vacant Vacant
Academic Senate	Jeff Wanderer
TRiO Student Support Services	Juan Rubio
Advising/EOPS Advising/EOPS/CalWORKs	Emma Santos Pedro Garcia
MESA	Zachary Soto
Community Member -	Linda Lewin
Residential Living and Campus Life	Alex Villalobos
Admin Support	Jennifer Zuniga
Office of Institutional Effectiveness	Kyle Crider
ASB Student Representative ASB Student Representative	Vichis Jacob Sandy Rubio
Dual Enrollment Coordinator	Kenny Lopez
Tutor Specialist	Catherine Ybarra

Success Criteria

Equity-related categorical programs, such as Extended Opportunity Programs and Services (EOPS); Disabled Student Programs and Services (DSPS); Mathematics, Engineering, Science Achievement (MESA); CalWORKs; and TRiO Programs align their work with the College's general framework. Representatives from the categorical programs form part of the Student Success Committee, which ensures communication, involvement, and ownership of college decisions and practices that support student equity and achievement. All equity-related program plans are vetted through the Student Success Committee to ensure alignment with the College's Student Equity and Achievement Plan.

The Student Success Teams include personnel that support both the general students and categorical program participants. This creates an integrated approach to serving students by discipline and categorical programs within each team. Student Success Teams will review and present their equity data, including monthly categorical program updates to the Student Success Committee.

West Hills College Coalinga Goals

WHCC has set aggressive goals for the overall student population with activities that support access, retention, transfer, completion of transfer-level math and English, equity, and achievement for the overall student population and for Disproportionately Impacted (DI) student groups. Table 2 details the California Community College Chancellor's Office baseline data and the goals set by the Student Success Committee.

Table 2. Overall Population Goals and Activities

Overall Population Goals	Baseline Data	Goals	Percent Change	Activities that support the goal
Access: Successful Enrollment	2980	3215	+7.89%	- CCCApply Workshops at middle schools, feeder high schools, prisons, and community locations. - Financial Aid Workshops at middle schools, feeder high schools, prisons, and community locations. - Priority Reg. (REG 365) Workshops on campus and at middle schools, feeder high schools, prisons, and community locations. - Completed Abbreviated Ed. Plan

Overall Population Goals	Baseline Data	Goals	Percent Change	Activities that support the goal
				- College Days Events - Strategic Community Engagement - President Scholars Gatherings at feeder high schools - WHCC Orientation at feeder high schools, prisons, and community locations. —discuss priority reg. components - Adult Education Community Advisory Board - Priority Reg. follow-up visits at middle schools, feeder high schools, prisons, and community locations.
Retention: Fall to Spring	2137	2275	+6.46%	- Civitas Early Alert - Basic Tips for Success workshop - Time Management and Stress Management workshop - Counseling and Mental Health Services - Academic/Progress and Probation Follow-up - Study-A-Thons - Tutoring/SI Leaders - Extended Service Hours
Transfer to a four-year institution	370	500	+35.14%	- Transfer Day - CSU/UC/Private Reps on campus /presentations - CSU and UC transfer application workshops - Library Collection- building for transfer materials

Overall Population Goals	Baseline Data	Goals	Percent Change	Activities that support the goal
				- Focus IR efforts on "close to completion" students – 30 or more units completed. – reach out to students directly
Completion of transfer level math and English	40	55	+37.5%	- AB 705/Multiple Measures - Co Requisite courses - Counseling appointment for Ed Plan - Tutoring- provide tutoring services that ensure academics success through class completion
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	368	475	+29.08%	- Meta Majors/Pathways - Success Team Support and Guidance - A&R Director will run an Auto Degree list for students that are close to degree and/or certificate completion - Counseling appointment for Ed Plan for degree, certificate, and transfer requirements - Focus Prior Learning Assessment (PLA) on local employers - Include part-time/returning adult students to a success team - Work with the FA/Foundation to develop debt forgiveness program

The Student Success Committee has reviewed and identified the DI student groups based on the data provided by CCCCO and set equity goals to meet or exceed the minimum equity standards.

Table 3, Disproportionate Impacted (DI) Student Groups Goals and Activities.

Goal: Enrollment	DI Student Group	Baseline	Goal	Percent Change	Activities
Enrollment in the Same College	Disabled Males	21	31	+47.62%	- CCCApply workshops for incoming students, in collaboration with Disabled Student Programs & Services (DSPS), Extended Opportunity Programs & Services (EOPS), and the Associated Student Body (ASB) - Special admissions support at high schools and prisons - Financial Aid awareness and workshops at local high schools and community partners integrating equity-related categorical programs - Priority Registration (REG 365) - College Days Events with equity-related categorical program workshops - President Scholars Gatherings - Guest Motivational Speakers at Black History Month Activities and Disability Awareness Events - March Women's Month Events and Guest Speakers
	White Female	198	233	+17.68%	
	Black or African American Females	30	85	+183.33%	
	Black or African American Males	134	223	+66.42%	
	White Male	188	205	+9.04%	
	Foster Youth Males	10	17	+70%	
	LGBT Females	19	41	+115.79%	
	Veteran Female	NA	4	+300%	
	LGBT Males	7	25	+257.14%	
Retained from fall to spring at same college	Economically Disadvantaged Females	900	999	+11%	- Civitas Early Alert - Basic Tips for Success workshop

Goal: Enrollment	DI Student Group	Baseline	Goal	Percent Change	Activities
	White Female	151	201	+33.11%	- Time Management workshop - Stress Management workshop - Canvas Workshops - Counseling - Food Pantry Referrals - Student Success Team: Academic Progress and Probation Follow-up - Reg365 utilization assessment and registration blitz - Work with WHCC CDC to expand daycare hours to evening/Saturdays - March Women's Month Events and Guest Speakers - Veteran Services and Financial Aid Support - Study-A-Thons - TRiO, EOPS, CalWORKs Support Services - Tutoring/ SI Leaders - Extended Services Hours
	Foster Youth Females	10	18	+80%	
	Veteran Females	7	13	+85.71%	

Goal: Enrollment	DI Student Group	Baseline	Goal	Percent Change	- Activities
Transfer to four year university	Disabled Females	7	10	+42.86%	- College Transfer Days - Four-Year University Tours (CSU, UC, Private Universities) - UC/CSU Counselor/Advisor Conference - Connection with 4-Year University Access Programs. - Personal Statement Workshops - Guest Speaker Presentations at Hispanic Culture Awareness Activities - UC/CSU 1-1 Representative Meetings & Application Workshops - Create a pathway for part time/returning adult students - shorter terms, year-round enrollment, and consistent time blocks - March Women's Month Events and Guest Speakers - Collaboration with Disability Student Programs and Services (DSPS) - Financial Aid Awareness Month Workshops and Activities. - Extended Opportunity Programs & Services (EOPS)
	Disabled Males	4	6	+50%	
	Economically Disadvantaged Males	90	120	+33.33%	
	Hispanic or Latino Males	61	85	+39.34%	
	Asian Female	5	6	+20%	

Activities

AB 705, Multiple Measures, and Co-Requisite Courses. The College has developed Non-credit English and math support courses for transfer-level English and math classes. These courses include embedded tutoring services for students that need further support. Student Success Teams and instructional faculty will work with the Learning Center to refer students. The Learning Center will provide reports to the Student Success Teams and instructional faculty indicating which students took advantage of the referrals and the impact that tutoring services had on math and English completion.

Abbreviated Educational Plan. Abbreviated Educational Plan (AEPs) workshops will be conducted at each of the feeder schools by the end of March of each year. The AEPs will include two semesters (fall and spring) of coursework sequences and recommend transfer-level math and English courses to be taken within the first year of enrollment, a first-year college experience course, and general education courses based on the specific program of study that each student has selected.

Academic Audits. The Director of Admissions and Records will run academic audits (Auto Certificate List) that will identify students that are close to completion. The audits will produce student lists that will be provided to each Student Success Team so they can work with students to finalize the steps towards their completion.

Child Development Center (CDC). Presently, childcare services through the WHCC CDC are only available during typical business hours and limited to parents that meet strict eligibility criteria. To help ease the burden of adequate, reliable childcare for current students, WHCC will coordinate with the WHCC CDC to restructure eligibility criteria and expand childcare services to evenings and Saturdays as necessary. Services must adhere to the state licensing office, which could limit expansion efforts.

Pre-Enrollment Workshops. CCC Apply workshops will be conducted at each of the feeder schools by the fall of each year. College Orientation workshops will be provided to all feeder school seniors during the month of January.

Financial Aid Workshops. Financial Aid will collaborate with Cal-SOAP for Cash-4-College workshops in the fall. The workshops and financial aid awareness will continue throughout spring and during the month of February, assisting students with their FAFSA, Dream Act, and Promise Grant applications.

Transfer-Level English and Math Guided Self-Placement. Guided Self-Placement Workshops will be offered at each of the feeder schools and promoted within the campus community. This includes self-placement guides and GPA calculators that will provide recommended courses with or without support classes, tutoring, embedded tutoring and/or other support systems.

Reg365 Workshops. College registration workshops, using Reg365, will be conducted at each of the feeder schools for all high school seniors that have completed all pre-enrollment workshop series components. Reg365 will assist in enrolling students that have completed their first year AEP. Staff will demonstrate how Reg365 functions and provide support on how to navigate the system for adding courses to their first-year schedule.

College Days. College Days will be conducted every fall and spring at the college's main campus and at the North District Center for all entering first-time college students. College Days will focus on three main goals. First, introducing all students to the campus and their Student Success Team. Second, introducing and pre-enrolling students to support programs that can assist them based on their needs, such as Disability Services, MESA, Extended Opportunity Programs and Services, Student Clubs, TRiO Student Support Services, CalWORKs, college work-study, Veterans Services and more. Finally, providing pre-enrollment workshops to students that may have missed the original workshops offerings.

Civitas Early Alert and Academic Follow-Up. Student Success Teams will collaborate with instructional faculty to refer students that demonstrate a need of academic or support intervention. The Civitas system will track intervention services by staff and communicate back with instructional faculty to ensure that proper support has been provided to increase the probability of success.

Extended Service Hours. To ensure equitable access to Student Services, hours are extended to accommodate early morning students and evening students. Weekend hours will also be a possibility.

First-Year College Success Course. The college will actively promote and enroll students into its first-year college success course. The first-year success course includes the completion of a comprehensive educational plan, college success strategies, support programs, study and tutoring strategies, and transfer guidance/services. The course also provides information on counseling, advising, and mental health services.

Guest Speaker Events. The Student Success Committee will collaborate with the Office of Student Activities and equity-related categorical programs to provide student engagement events with invited guest speakers that have overcome similar barriers to the DI groups identified within our SEAP. The guest speakers elaborate on the importance of education and will be strategically invited to participate during, but not limited to, Hispanic cultural events, Disability Awareness Week, Black History Month, and Veterans Day Celebration.

Library Collection. The college library will continue to make a concerted effort to build its collection of materials that support students to reach their educational goals. For example, the library contains numerous physical and eBooks relating to study skills, college transfer, career exploration, and job searching. In addition, these collections are highlighted in Lib-Guides to better facilitate the access and use of the materials.

Milestone Success Recognition. The Student Success Committee, in collaboration with Admissions and Records, Student Success Teams, and Equity-related programs, will recognize students that have achieved set milestones, such as completion of first 15 semester units, achieving Dean's and President's lists for academic excellence, completion of transfer-level math and/or English, and completion of 30 semester units.

Outreach/In-Reach Activity Calendar. An annual outreach calendar will be developed that includes general college pre-enrollment and outreach activities. Nevertheless, will also include outreach activities for programs, such as Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), TRiO, MESA, CalWORKs, Adult Education, Associated Student Body, and other equity-focused programs. The calendar will be used to coordinate and centralize all community and campus outreach/inreach activities and student engagement projects.

Pathways for Returning (re-entry) Students. The College will focus efforts to ensure a clear and quick pathway to completion for working adults, single parents, and online only students. Shorter terms, consistent time blocks and year-round enrollment will expedite student's time to completion. The College will work to expand childcare services through the College's Child Development Center to accommodate parents of young children.

Personal and Mental Health Counseling. Counselors are available to assist students with education planning, coursework evaluation, and examination of various academic and career requirements. Counselors conduct career assessment and set academic goals. They help students cope with personal problems and balance their multiple roles (student, parent, spouse, etc.). Our counselors also teach a number of Interdisciplinary Studies classes to help students improve their study and life skills, enhance their critical thinking and reasoning, and explore their interests and career goals.

To address the troubling spike in demand for mental health care, WHCC will provide short-term mental health services and referrals to currently enrolled students at no cost. Our goal is to help students benefit fully from the college experience by supporting their personal, social, and emotional wellbeing. Our confidential and culturally sensitive services include assessment, diagnoses, and treatment of mental, emotional, and behavioral disorders. Student will be guided through personal issues, such as grief/loss, crisis management, mental illness, addiction, and abuse. Our mental health professionals will also educate faculty and staff through mental health awareness training.

Prior learning Assessment (PLA). The development and expansion of portfolio assessment will continue through collaboration with faculty and college stakeholders to enhance equity and access to adult learners. Additionally, the process of awarding credit for military service and training will be a focus to improve services for active duty military personnel and veterans and for compliance with SB1071 and the recommendations from the CCC Chancellors Office.

Retention Workshops. A workshop series emphasizing key retention topics, such as but not limited to, tips for success and time and stress management are offered throughout the academic year and during key times of each semester.

Strategic Community Engagement Activities. Hold annual community conversations, attend community events, presence at local government meetings, college open house, K12 district board meetings and community advisory committees, such as the Adult Education Advisory Committee and CalWORKs Advisory

Study-A-Thon. The college library will continue to hold a Study-a-Thon events every semester the week before finals. For one night during this week, the library extends its service hours until midnight and hosts faculty and tutors in the Learning Center to assist students as they prepare for finals and complete projects and papers. Drinks and snacks are provided.

Supplemental Instruction/Tutoring. The Learning Center provides a variety of services, including SI leaders embedded in classrooms, tutoring in the college library, and other student support services. These services provide academic guidance to increase student success and the completion of college courses.

Transfer Days. Transfer day is a collaboration with the UC, CSU, and Private four-year university systems. The day-long series of activities include, but are not limited to, four-year college application presentations and assistance, personal statement workshops, and transfer information for specific universities.

Transfer Services. Transfer services will include a series of personal statement workshops, connection with four-year university equity-based access programs, and a series of 4-year university representatives scheduled for on-campus and online support.

Transfer University Tours. Transfer university tours will be offered each year to area CSUs, UCs, and private universities. The tours will include, but are not limited to, transfer requirements, program offerings, and support programs for DI students.

Women's Month. The month of March 2020 is Women's Month, honoring women and their achievements. West Hills Community College would like to honor women in STEM, women in business, women in agricultural, women in health careers, and women in law enforcement. West Hills Community College will select a week where we will honor women in these fields. Hosting guest speakers all week in these fields and speaking to our women in West Hills Community College Theater. Maintaining female engagement year around, West Hills Community College will also host and encourage engagement focusing on women's mental and physical health. Collaborating with the community to assist with health screenings and additional resources.

Summary of Student Equity Progress

Table 4 provides a synopsis of the progress that has been made for 2014-2015 and 2017-2018 years on WHCC Student Equity Goals.

Table 4. Student Equity Goals and Outcomes

1. Access: Increase access to Hispanic/Latino, males and students with disabilities by 2-5% by 2018.	1. A. Number of Hispanic students enrolled has increased from 2,338 (61.2% of student population) in 2014-15 to 3,817 in 2017-18 (71.95% of student population). Number of male students has increased from 1,537 in 2014-15 to 2,153 in 2017-18, which demonstrates a slight percentage increase of .38% as compared to the overall student population since 2014-15. DSPS student enrollment fluctuated between years, but overall, has increased from 133(3.5%) in 2014-2015 to 182 in 2017-2018 (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 68%. Students with disabilities course completion rates went from 59% to 73%. The Foster Youth goal was removed due to lack of data.
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, and 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 1-grade level below transfer level mathematics.

4. Degree and Certificate Completion: Increase the number of degrees and certificates obtained by males, African American and students with disabilities by 10% annually.	4.Our completion of certificates and degrees for male students dropped from 268 completions to 224 (16.4% drop); African American completion rates increased from 26 to 37 (52% increase); DSPS students increased from 18 in 2014-2015 to 47 (58% increase) in 2017-2018.
5. Transfer: Increase transfer rates of females and Hispanic/Latino students to four-year institutions by 5% annually.	5. Female transfer rates increased from 113 to 140 (23.89% increase). Hispanic students transfer rates went from 115 to 132 (15% increase).

2017-2019 Integrated Plan Goals Progress

Table 5 includes the progress made on the Equity Plan goals, which were developed within the Integrated Plan that includes activities from BSI, SE, and SSSP programs. The goal of this new plan was to integrate the three plans to achieve the goals of all three programs. Each program helped WHCC reach their goals by implementing activities under each program.

Table 5. 2017-2019 Goals and Activities for the Integrated Plan

Goal	Activities in each program that serve the goal listed			Progress
	SSSP	**Student Equity**	**BSI**	
1. Retention & ESL/Basic Skills: Increase completion and persistence through the English and math sequences.	Create a formal process for multiple measures assessment and placement.	Send faculty to one professional development activity related to accelerated or co-requisite model every year.	Send faculty to one professional development activity related to accelerated or co-requisite model every year. Incorporate math non-for credit remediation boot camps to increase math skills by one level for all students below college level. Adopt and	**Completed.** English, math, and counseling faculty attended professional development workshops offered by IEPI and CVHEC related to AB705, Co-requisite Transfer Math and English models. Faculty developed non-credit support courses for Transfer-level math and English.

Goal	Activities in each program that serve the goal listed			Progress
	SSSP	**Student Equity**	**BSI**	
			implement a state or national co-requisite model for accelerated math to increase completion of transfer level math.	A self-placement guide with calculator facilitates the process for all students beginning 2019-2020.
2. Access, ESL/Basic Skills, Degree & Certificate Completion: **Increase access for the non-traditional population including re-entry students, adult learners, dual enrollment students, and prison population.**	Expand core services for prison population and other off-site programs. Continue strong partnership with city, county, local school districts, and AEBG Consortium to serve at-risk population and returning adult learners as evident by AEBG programs and services.	Expand ESL course offerings to communities in service area with a bridge to credit bearing English courses.	Expand ESL course offerings to communities in service area with a bridge to credit bearing English courses.	**Complete.** Course offerings were organized within the prison program and off-campus sites, such as dual enrollment programs with set pathways in Business, Agriculture Science, and Industrial Mechanics. Student onboarding and support has been strategically enhanced and refined, specific for off-site locations. Non-credit ESL certificate was created. Non-credit U.S. Citizenship courses and certificate was developed in spring 2018 and offered in 2018-2019
3. Access, Retention and Engagement: **Increase Student**	Organize study opportunities for West Hills College students at crucial tipping	Add additional extra-curricular events during semester (e.g. debates, film	Organize a campus-wide one-book initiative to promote campus-reading	**In Progress** Advancements to increase student engagement have been made by creating a master

Goal	Activities in each program that serve the goal listed			Progress
	SSSP	Student Equity	BSI	
Engagement	points and milestones during the semester. Create a welcome center where students can access necessary information to navigate the campus and services/ resources (in accordance with sect. 55521).	screenings, faculty lectures, guest speakers) to discuss cultural diversity/enrichment, campus life, and student leadership.	community.	student engagement and outreach calendar, and collaborating with categorical programs to sponsor guest speakers during key student events, such as Disability Awareness Day, Dia de Los Muertos, Black History Month. Study sessions during Midterm and Finals weeks were sponsored and successful amongst students and faculty. Developing a one-stop welcome center continues to be a priority. Funding from an IEPI was awarded and the college is awaiting a response for a proposed plan.
4. Access, Retention, Degree and Certificate Completion: **Reduce equity gaps in degree completion for Hispanic and African-American students. (KPI #3, #4)**	Create a formal process for multiple measures assessment and placement. Incorporate Guided Pathways model into education planning and student support.	Develop an outreach plan to Increase total number of students attending tutoring. Based on student survey results, update on-line orientation. Create a First Year experience	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.	**In Progress** Orientation and onboarding is currently being updated with new small clip videos that focus on key success strategies and college information necessary for every student. The new onboarding and orientation is led by the Guided Pathways Committee and will be complete by the end of spring 2019.

Goal	Activities in each program that serve the goal listed			Progress
	SSSP	Student Equity	BSI	
	Incorporate 15-to-Finish Model (CCA) and increase total number of students enrolling in 15 units by 3%.	program/ and or learning communities for student success.		Students have been encouraged to enroll in at least 15 units each semester. AB 19 funding supported this activity, yet most WHCC students are enrolled in 12 units or less. Efforts will continue towards increasing enrollment to 15 units each semester.
6. Job Placement: **Increase amount of students entering the workforce and/or skill builders**	Develop a career center to increase employability skills, and student 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 (PLA) program to evaluate skills for students to obtain credit based on portfolios of skills sets. Create library guide highlighting employability skills.		**In Progress.** This goal is 80 percent complete. A PLA course and process has been developed and promoted as a "Quick Path" to graduate. The PLA course is set to be offered by the end of this year. Resume and interview skills workshops were provided and supported in collaboration with Strong Workforce, TRIO, EOPS, and other categorical programs. Workforce Development Office provides career services,.

Past Expenditures for Student Equity

The table below accounts for Student Equity expenditures for 2015-2016, 2016-2017, and 2017-2018.

Table 6. Student Equity Program Expenditures

Category	*2015-2016*	*2016-2017*	*2017-2018*
Outreach	$65,584	$7,500	$111,092
Student Services and Categorical	$39,116	$131,358	$115,575
Research and Evaluation	7	0	0
Student Equity Coordination and Planning	$25,628	$114,868	475,737
Curriculum/Course Dev. And Adaptation	$1,577	0	0
Professional Development	$32,509	$15,298	$743
Instructional Support	$25,597	$32,631	$15,665
Direct Student Support	$209,656	$32,519	$8,678
Program Totals	**$399,674**	**$334,174**	**$327,490**

2019-2020 Projected Expenditures

Table 7. ***SEAP Budget Plan***

Category	SEAP
Administration	$45,975
Academic Salary	$283,614
Classified/ Non Academic	$338,644
Employee Benefits	$33,0686
Supplies & Materials	$14,098
Other Operating	$20,000
Capital Outlay	
Other Outgo	
Total	**$1,033,017**

Table 7 provides the anticipated budget for the Student Equity and Achievement Plan which is aligned with the overall goals and activities of the plan. The SEAP budget will fund percentages of five counselors for a total time and effort of 2.5 FTE of counseling faculty. The budget

includes .25 percent of an administrator that will be accountable for the budget and the program plan implementation. The budget supports three Library and Learning Center staff members, Student Services Admissions and Financial Aid staff for a total of 6.8 FTE staff members that form part of Student Success Teams and provide student support in access, retention, and success. The budget is aligned to provide integral services that will help students achieve their educational goals. Aligning with the new Guided Pathways, general and equity-related categorical programs to offer an intrusive a holistic approach to serving and supporting equity and achievement.

The SEAP budget is aligned with the goals of the Integrated Plan by ensuring that funding is available for staffing, professional development, and special activities such as student engagement guest speakers, specialized success workshops and campus life activities. Through SEAP Funding, WHCC will continue to strive to create a culture of equity and achievement for all students, with emphasis on identified DI student groups. Under the Student Success Committee and in alignment with Guided Pathways, this framework will not only ensure that WHCC continues to create open access for all students, but will also implement comprehensive services that will promote access, clear pathways, support, and completion.

Future and Ongoing Initiatives Supporting the Student Equity and Achievement Plan

Guided Pathways. The Guided Pathways Committee has been aligned within the Student Success Committee. Its work directly links with supporting all the goals within SEAP. Similar to equity-related categorical programs, its budget and plan is fully vetted within SSC to ensure alignment and support of equity and achievement. The Guided Pathways Committee is currently working with all campus stakeholders to develop an Amazing Student Onboarding process that includes an updated orientation and short clip college success videos. GPC is also focusing on refining meta majors that will clarify the paths within our programs.

Open Educational Resources. WHCC 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 student with textbook costs. Our campus has developed OER materials and texts for Kinesiology and for a certificate of completion in Agricultural Science. The grant has created a campus-wide culture for faculty and staff to continue with the mission to reduce, and/or eliminate the cost of textbooks for students who attend WHCC.

Student Success Teams. Student Success Teams (SST) include Counselors, Advisors, Student Services and Financial Aid Staff members. Instructional faculty will be invited to join the teams as discipline experts, and members of the SSTs will be trained in data analysis, DI student groups, equity, and achievement. SST will select a member as their Data Coach that will work with the Office of Institutional Effectiveness to report progress to the Student Success Committee.

Equity-Related Categorical Programs. All equity-related categorical programs work with the Student Success Committee to submit their annual plans and budgets. This insures an integrated

plan that supports campus-wide equity and achievement efforts. Program staff that work within EOPS, MESA, DSPS, TRiO, CalWORKs, form part of the Student Success Teams and report their impact on the SEAP goals.

Professional Development Committee. The WHCC Professional Development Committee is a governance committee charged to assess the professional development needs of our campus personnel and create and support professional development opportunities that have been prioritized and aligned with the College Mission, Vision, Goals and the CCCCO Vision for Success. PDC uses the Vision Resource Network, IEPI, Central Valley Higher Education Consortium (CVHEC), Flex Activities, Online Trainings, and Campus Professional Development Days to meet the professional development needs of the campus.

Summary

The Student Success committee has worked with members from all constituent groups on campus to develop the Student Equity and Achievement Plan. The goals and activities of our 2019-22 Student Equity and Achievement Plan align with West Hills College Coalinga's mission, campus goals, and support the Vision for Success goals. The SEAP is focused on providing access to students by closing achievement gaps to our Disproportionate Impacted (DI) populations and creating opportunities for students to complete their educational goals. As the plan begins implementation, the Student Success Committee will monitor and report progress of the goals to the WHCC College Planning Council Committee.

Contact Information

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Positions Funded through SEAP

Instructional Support

- Tutor Specialist (Coalinga Campus)
- Tutor Specialist (North District Center)
- Library Technician (North District Center

Research, Technical, & Budget

- Information Integration Specialist

Student Services & Support

- Vice President of Student Services
- Student Services Assistant II (Coalinga Campus)
- Student Service Assistant (North District Center)
- Student Services Technician (Coalinga Campus)
- Student Services Technician (North District Center)
- Student Services Senior Secretary
- Financial Aid Technician I
- Evaluations Coordinator

Counseling & Advising

- Counselor, Math/Science and Articulation
- Counselor, EOPS
- Counselor, Athletics
- Counselor, Adjunct Incarcerated Students/CTE
- Counselor, Adjunct Dual Enrolled/CTE
- Academic Advisor II
- Academic Advisor I
- Summer Adjunct Counselors