



COVER PAGE

Please include all of the following in a cover page to your application:

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Application Abstract

REG365
register for the whole year

West Hills College Registration 365 (REG365) was a consequential redesign of our education enrollment methods. Where traditionally a student would register for the summer and fall terms during April and wait until November to register for the subsequent spring semester, REG365 allows students to schedule a full year's worth of courses *at one time*. This change emphasized to students the importance of completion-oriented educational planning, rather than a term-to-term view of class registration and enrollment.

REG365 is the latest in a series of initiatives and innovations in student access, educational planning, outreach, and student enrollment. Building the innovation required dozens of West Hills College work units collaborating with centralized services to reengineer nearly every aspect of student services and instruction. This pioneering initiative is a coherent set of innovative and replicable changes; numerous other congealed initiatives comprise many elements of this application. And, it is positively impacting our budgetary planning as annual enrollment goals and growth were met in November, seven months *prior* to the end of the 2014-15 fiscal year.

Our core value – the relentless pursuit of student success – is an acknowledgement of our staple fundamental: Students need support – and experiential and deep learning. Effective monitoring is critical to students' success, particularly disadvantaged students. While REG365 deployment continues its maturation as our anchor innovation, an extensive array of policies, practices and systems discussed in the application demonstrate our devotion to support transfer, shorten time to completion, and align curriculum and programs with public and private transfer universities.



Assurance and Signature

Please replicate the following assurance, followed by the signature of the chief executive officer.

“I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.”

Don Warkentin, President

January 9, 2015

Date



APPLICATION ITEMS

Context (10 Percent Weight)

1. Describe specific programmatic or institutional goals set by the participants in this application and how achieving these goals ultimately will increase the number of bachelor's degrees awarded, allow students to complete bachelor's degrees within four years, and/or ease transfer, particularly for student groups that are underrepresented in higher education. Describe when and how these goals were developed and how they are used on an ongoing basis.

West Hills understands that continually *fanning the flames of inquiry* into data indicators of student success leads to more of the right answers. During various threaded conversations and meetings in preparing this application, more than a dozen pre-2014 policies, practices, and systems (Appendix B.1) were actively supporting the primary objectives of the Awards application; the majority of West Hills College innovations have been galvanized *by a focus on accelerating speed of transfer and efficiency of completion*. Student engagement and well-being are much closer to quantifying the core mission of higher education: to educate students so they have meaningful and productive careers, contribute to society and thrive in their overall lives.

Beginning in summer 2010, West Hills College began a purposeful, focused drive to increase the number of students with educational plans. The effects were dramatic: *West Hills College has progressed from 35% of degree and transfer seeking students with educational plans in fall 2009 to 78% in fall 2014*. The 40% upsurge was the result of a series of initiatives; all of them a laser-focused effort to promote student educational planning as a means to drive completion and increase transfers of underrepresented students at West Hills College. In the lead up to registration for fall 2011, West Hills College implemented a series of changes to its registration system to grant priority registration to graduating high school seniors who completed a Free Application for Federal Student Aid (FAFSA) and their matriculation requirements: orientation, assessment, and the creation of a student educational plan. The priority registration system changes were lauded by California Community Colleges Chancellor Jack Scott during his February 2012 visit to the district.

Like the previous year, students received priority registration based on the number of units completed; however, *students with an established educational plan were allowed to register earlier than students without an educational plan*. In 2011-12 we resumed the practice of building a full year schedule, not just summer and fall and allowed students to add those 2012 spring classes to 'queue up' their spring prior to the start of registration.

To support that initial access, West Hills College deployed an aggressive, *attitudinal* tactic in promoting student educational plans through the use of campus-based student success teams. These integrated teams consisted of student services staff from all levels, including financial aid, registration, outreach, counselors, advisors and administrators. These contributed to increases in student success rates, persistence, retention, transfer ready students, FAFSA completion participation and involvement in service learning.



2. Provide a statistical profile of the students you serve, disaggregated by gender and the following ethnic and racial categories as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, and more than one race. Additionally, please provide information on the proportion of students who are current or former foster youth, students with disabilities, low-income students, and veterans.

Today the District encompasses 3,464 square miles, including five counties: Fresno, Kings, Madera, Monterey and San Benito. Seventy percent (70%) of West Hills College students are first generation college students. Hispanics/Latinos are the dominant race/ethnicity within the service area. In 2010, Hispanics/Latinos were 78.86% of the service area population (49,483 persons), compared to 49.34% of the regional population (2,191,699 persons) and 37.62% statewide. The proportion of service area residents without a high school diploma is 53.89% (17,972 persons), far above the regional (Central Valley) proportion of 27.77% (723,547 persons). The proportion of service area population possessing a Bachelor’s degree is 3.36%, more than *three times less* than the region (11.32%). The median income (population age 25 and over) in the service area is \$20,289. The 2013-14 West Hills academic year demographics:

Ethnicity

	N=	%
African-American	566	6.1%
American Indian/ Alaskan Native	62	0.7%
Asian/Filipino	637	6.9%
Hispanic	5,060	54.8%
Pacific Islander	32	0.3%
Two or More Races	234	2.5%
Unknown/Declined to State	311	3.4%
White Non-Hispanic	2,332	25.3%

Gender

	N=	%
Female	5,405	58.5%
Male	3,683	39.9%
Unknown/DTS	146	1.6%

Economic Disadvantage*

	N=	%
Economically Disadvantaged	6,005	65.0%
Not Economically Disadvantaged	3,229	35.0%

Age

	N=	%
19 and under	3,099	33.6%
20-24	2,979	32.3%
25-29	1,239	13.4%
30-49	1,619	17.5%
50+	293	3.2%
Unknown/DTS	5	0.1%

Disability Status**

	N=	%
DSPS	498	5.4%
Not DSPS	8,745	94.6%

Foster Youth***

	N=	%
Foster Youth	127	1.4%
Not Foster Youth	9,107	98.6%



* Economic Disadvantaged status is based on Workforce Investment Act (WIA) status, Financial Aid Board of Governors waiver (BOGW) and Pell awards, CalWORKs participation, Vocational and Technical Education Act (VTEA) economically disadvantaged status.

** Disability Status is based on student participation in Disabled Student Programs and Services (DSPS) program

*** Foster youth status is based on Chafee Grant recipient, indicated a status as a foster youth or former foster youth on CCC Apply, and received priority registration status as a foster youth.

Provide an analysis of the factors that affect the ability of your students to earn bachelor’s degrees, graduate within four years, and/or transfer, including the particular factors that disproportionately affect student groups that are underrepresented in higher education.

Often in the San Joaquin Valley, non-academic factors drive non-completion of students; external commitments of students have a big impact on attendance. A West Hills College survey (Educational Master Plan, 2013-2018) indicated slightly more than seven of 10 students indicated they needed to spend more time working, 53% could not afford the \$46/unit tuition and 54% said they needed a break from school. Getting to class is a significant challenge. Students often struggle to create feasible schedules. Students cite lengthy commute times, work schedules change, and that family takes priority.

Common barriers to retention for Hispanic young adults, a population expected to double to 158,000 by 2060 in Kings County (Department of Finance, 2014), include high need for remediation (63.16%), limited financial resources (majority of Hispanic households earn less than \$25,000 annually), and hindered parental involvement (nearly 50% of Hispanic freshmen report too little parental involvement in choosing courses), compared to 24% of all community college freshmen statewide. Based on first-time students entering in fall 2012, 2013, and 2014, **63.16%** of 5,060 Latino/Hispanic students (nearly 60% of student population) required remediation in English and/or math (placed below transfer level in English and below intermediate algebra [one level below] in math).

Table 1: Assessment Status upon entering West Hills

	No Assessment	Incomplete Assessment	Below College Level (one or both subjects)	College Level
African-American	56.71%	3.29%	37.22%	2.78%
American Indian/ Alaskan Native	48.39%	3.23%	45.16%	3.23%
Asian	62.84%	7.10%	26.23%	3.83%
Filipino	36.84%	2.63%	45.39%	15.13%
Hispanic	27.04%	2.18%	63.16%	7.62%
Pacific Islander	25.00%	5.00%	70.00%	0.00%
Two or More Races	47.98%	2.31%	37.57%	12.14%



Unknown/Declined to State	31.48%	0.93%	59.26%	8.33%
White Non-Hispanic	44.95%	2.95%	40.36%	11.74%
Overall	35.58%	2.61%	53.40%	8.41%

Note which factors you believe can be influenced by changes to policies, practices, or systems.

Access to educational institutions is critical in our service area. Despite difficulties faced by our largest student population (Hispanic), the educational programs at West Hills College Lemoore (since its opening in 2002 and Accreditation in 2006), have significantly increased the share of workforce with a Bachelor’s Degree or more (Table 2). When compared to Fresno County, the San Joaquin Valley, and statewide, the increase in Kings County is noteworthy to the goals identified in item 1 of the Awards application.

Table 2: Impact of West Hills on increasing Bachelor’s degrees in Kings County

County	2006 share of families in poverty	2012 share of families in poverty	2005 share of workforce degree or more	2012 Share of workforce degree or more
Kings	15.7%	17.3%	10.8%	12.1%
Fresno	16.3%	24.1%	19.7%	18.6%
San Joaquin Valley	10.4%	14.7%	16.0%	16.3%
California	9.7%	12.9%	29.5%	30.9%

Source: Beacon Economics, 2014.

Findings from other studies reveal that select institutional characteristics do in fact result in significantly different graduation rates for underrepresented students. A 2009 study found that success rates of underrepresented community college students increased when students had positive relationships and interactions with *institutional agents*. This study correlates with initial focus group findings of the West Hills College Achieving the Dream (ATD) initiative. Thus, partnering institutions (emphasizing secondary school sites) may coordinate informal classroom presentations in which representatives from colleges speak directly with Latino youth. Current Latino male students may be asked to share their college experiences through small group meetings or one-on-one mentoring roles. Several researchers have noted that students’ expectations and aspirations are socially constructed through their interactions with institutional agents. These interactions also have important implications for students’ sense of belonging and socialization. As such, campus visits may serve as instrumental opportunities for Latino youth to experience a campus environment firsthand with current Latino students as tour guides.



Innovations (40 Percent Weight)

3. Describe key policies, practices, and/or systems in place prior to January 10, 2014, that were initiated to achieve the goals identified in Item 1.

Appendix B.1 illustrates a select number of practices and policies that actively support the primary objectives of the Awards application. The following policies, practices and/or systems are additional initiatives intended to illustrate our relentless pursuit of student success.

Passage of technology and facility bonds created classrooms defined by their interdisciplinary versatility, allowing greater efficiencies in class scheduling and physical facility site productivity. Adoption of cutting-edge technology support, including access in remote areas, video conferencing to rural communities, and online, hybrid, and distance education courses extended our educational reach. Partnerships with CSU Fresno, UC Merced, neighboring community college districts, state and federal agencies, rural alliance organizations, workforce investment boards, and economic development/community development agencies were forged, and often led, by West Hills College. The ‘north star’ of these partnerships is (sun setting in fall 2015) is the Central California Community Colleges Committed to Change (C6) consortium, comprised of a subset of 11 community colleges from the *Central Valley Higher Education Consortium*. United by a desire to focus on community college issues, the C6 Consortium began as a sub-regional collaborative consisting of two to three colleges working together on grant-funded workforce development projects. Over the past eight years, the C6 Consortium colleges have worked together on various projects and compressed delivery of classes, embedded remediation, and accelerated completion for transfer students. Employee development programs, additional negotiated professional days for faculty, and five to seven annual faculty/leadership retreats provided vertical opportunities to engage, collaborate, and directly nurture development opportunities rooted in the relentless pursuit of student success. *Note:* Due to space limitations, additional practices appear in Appendix B.2.

Other pre-2014 advances were undergirded by local, state, and/or federal grants, many of which focused on student success, increasing transfer, shortening time to completion, and required enhanced focus on articulation and related curriculum alignment initiatives with transfer universities (Appendix B.3). Other initiatives include: West Hills College was an early adopter of *EduMetry*; an online ‘live’ teaching assistant for students to supplement the work of math and English faculty designed to provide real-time counselors phone conferencing with students; Science laboratories physical design standards that provide *all-purpose designs for use by multiple disciplines*, including biology, chemistry, anatomy and physiology; *Academic Tracker*, a degree audit tool (Appendix B.4) designed to evaluate completion of degrees and certificates to assist admissions and records (A&R) staff; A *Closing the Gap* curriculum alignment symposia with high school English and math faculty; a series of student outcome-oriented board policies, including program viability, articulation, program development, transfer programs; and enrollment priorities complimented governing board approval of a district *Values statement* codifying our focus on student success. These, and other initiatives contained in this report, demonstrate the steadfastness of the West Hills Community College District Board of Trustees to approve *purposeful and measureable actions* to increase student access, close achievement gaps, and support its relentless pursuit of student success. These movements continue today.



Describe the impact of these policies, practices, or systems, to date, and provide evidence of that impact.

Longitudinally, these and other policies and practices demonstrate an unrelenting focus on student access and success. Irrespective of the source, internally or externally, West Hills College has never underestimated the value of focusing on time to completion, units, and transfer elements. Our relentless focus on these core success factors (Appendix B.5) are designed to benefit our students. Perhaps related to the realities of serving as the educational, cultural, social and economic hub in an economically and educationally depressed region, West Hills College understands that every idea has merit, every concept should be explored, and every decision recommended to the board of trustees must benefit our students. Degree audit tools enable students to ensure a timely pace and tempo toward transfer and degree completion. State agency and regional partnerships, including the *California Partnership for the San Joaquin Valley*, promoted development of new programs with a particular focus on high-wage, high-skill industry occupations upon completion of a four-year degree and increased opportunities for faculty engagement intersegmentally, curriculum and student services alignment. Lastly, REG365 presentations have yielded a *prairie fire of interest* by other community college districts to replicate our innovation. As of this writing, four community college districts have contacted West Hills to inquire on how they could institutionalize the innovation (Appendix B.6).

Explain what lessons you have learned—from both successes and failures—and how you will apply those lessons to future actions.

Some of the initiatives and practices were disruptive to constituent groups. West Hills College executive leadership acumen proved essential to foster an environment of belief in our convictions. To facilitate renewal of new opportunities, we focused on making sure that employees understood what started each initiative, what drove it, and that they were a part of it. We've had failures. Our first year schedule of classes didn't have enough sections for first-time freshmen. Priority registration was configured based on the number of units students had accumulated at West Hills College *previously*, so first-time high school student enrollments were inadvertently 'shut out' of registering for core transfer and/or general education classes. We didn't plan for that unanticipated outcome; we thought the innovation would take care of itself. That failure, however, veered us to then focus on increasing full-time student unit minimums from 12 units to 15 units to ensure completion in two years. This *attitudinal* change informed students that '*15 units is our standard, anything less is an intervention.*' A decade of research from the Center for Community College Student Engagement shows that students are successful when colleges *make engagement inescapable*. These effective services include academic, nonacademic, career, personal, and financial elements. Appendix B.7 identifies key outcomes of internal and external research studies, practices, and systems.



4. Describe key changes to policies, practices, and/or systems that you have initiated since January 10, 2014, that are intended to achieve the goals identified in Item 1

While REG365 deployment continues its maturation as our anchor innovation, an extensive and sizeable array of policies, practices and systems were initiated in 2014 to support transfer, shorten time to completion, and align curriculum to optimize ease of transfer for students. The following section details the initiatives:



West Hills College led a consortium of colleges in the region (Fresno City, Cerro Coso, Merced, Porterville and Bakersfield) to beta test a *common assessment test*. The placement test was both adaptive and diagnostic and shared the same cut scores for students seeking to enroll in transfer-level English and math. The project developed blueprints (Appendix C.1) for English as a Second Language (ESL), reading, writing and math tests. The test items were analyzed for bias prior to the spring 2014 beta test. Subsequently, the instrument was reviewed for approval on a probationary level by the Chancellor's Office of the California Community Colleges Common Assessment project.



The West Hills College *Closing the Gap* project represents enormous potential for student success: K-12 and higher education working together (collaboration of trust) to improve college completion. The process of closely analyzing high school to college data is eye opening for both K-12 and college educators. Faculty discover that while they both may be calling a subject algebra or English, what is taught and assigned can be very different, setting up students for a struggle. Disturbed by this finding, teachers dug deeper for the source of students' collegiate struggles. After sharing lesson plans and curricula, they discovered that high school teachers taught mostly literature, focusing on characters and story lines in classic works of fiction. Meanwhile, English instructors at the community college level involved in English Curriculum Alignment Project (ECAP) were teaching students about argumentation and writing clearly to inform, persuade and describe -- key skills needed to succeed at work, think critically and contribute to the community. Recognizing this startling disconnect, teachers worked to better align their teaching, giving students more opportunities to develop the writing and analytical skills they need for college and careers.



In late spring 2014, the West Hills College *Closing the Gap* project focused on faculty collaboration across secondary and postsecondary systems to evaluate if creation of a developmental mathematics course might benefit high school seniors to better prepare for college math placement testing. Seniors in math classes not designated as four-year transfer (number fluctuates from 25% to 30% of all high school seniors) students are not required to enroll in a



mathematics class. The vast majority of students intend to enroll in two-year colleges and the absence of a mathematics class during their senior year generates low assessment results, often at two to three placement levels (Appendix C.2) below transfer-level mathematics courses. Essentially, the *secondary and postsecondary systems reached a substantial misalignment of math curriculum*. Faculty are now developing 12th grade course(s) content outlines, seeking commercial products and/or collaboration with high school faculty to control content and assessment, not instructional behavior of teachers. Content and assessment are critical elements; the end result is that graduating high school seniors will be better prepared for transfer level math courses upon entry to West Hills College.



During this same time, West Hills College faculty began exploring ways to link students to the campus and to create deeper connections for them. As we looked at the current *Learning Community models* that existed for English and College Success classes, we realized that this model was optional and many of the first time students were not taking advantage of the collaborative model. We created learning communities at each level of English, combining English, writing and college success components. Visiting high school seniors were then *automatically* enrolled in a learning community. This initiative created a *common dialogue for faculty to integrate student work* and provided support for students, thereby mitigating students getting lost, reducing the number of students that drop, and increasing student success.



Another innovation has been the attention to student learning outcomes, assessment, improvement, and data driven decision-making. West Hills College instituted a consistent and regular means whereby faculty can have sustained attention on the development, assessment, analysis and professional development needed for implementing Student Learning Outcomes (SLO) and ensuring that all programs were reviewed on a schedule. The term *SLONOPRONO* was coined, a mnemonic for faculty to remember when they can receive support and have concentrated time to work on institutional improvements. The first Friday of each month is dedicated to working on Student Learning Outcomes, *SLO*. The second Friday of every month, there are *NO* dedicated activities, but faculty can continue the work from the previous week. The third Friday of every month is dedicated for Program Review, *PRO*, and the last Friday of every month, there are *NO* dedicated activities, but faculty can continue the program review work. The *SLONOPRONO* slogan has been instrumental in helping faculty remember what they should be working on and when they can get assistance.



In 2014, West Hills College activated its *Farm of the Future* solar farm project. The innovation was designed to use renewable energy sources to lower utility and operating costs of the 200+ acre working farm and instructional laboratories. The cost savings allowed West Hills



College to *move resources and create increased capacity for additional classes* for critically-needed general education transfer classes. The renewable energy project (and reduction in scheduled maintenance costs), a concurrent districtwide energy management program, and submission of application materials to qualify West Hills College for new market tax credits (NMTC), illustrates a commitment of integrated planning to drive allocation of resources in support of a relentless focus on student success.



Leveraging technology to customize the teaching and learning process to serve all students is essential in the 21st century. Consistent with its values to enhance student learning and enrich the lives of the populations served, the District launched a partnership with Apple's *iPad in Education* division, the first of its kind with community colleges in California. All full time West Hills faculty received an Apple iPad. The purpose was to explore opportunities to transform the way teachers teach and students learn, pave new ways of thinking, spark new ideas, and reinvent what it means to teach and learn. Apple's iPad offers powerful creative tools, open educational resources (OER), interactive textbooks, and a universe of applications (apps) and content make for endless learning possibilities. In this way, the iPad offers the potential to assist in restructuring, retooling, and refining the *what and how* faculty teach in an era of increased accountability and the student completion agenda. The iPad offers the potential to customize the learning experience for each student, teach with the faculty members own teaching materials, organize, deliver lessons, and access to applications that cover every subject. Technology innovations now enable new pedagogies, creation of rich interactive, modular content, powerful composition tools, student management and non-siloed data analytics for faculty and administration.

Multiple technology surveys (Appendix C.3) were fielded to faculty in 2014. The conclusions were drawn from Dr. Ruben Puenteduera's Substitution, Augmentation, Modification, and Redefinition (SAMR) model, which outline four tiers for the use of technology in the classroom. Nearly 30 hours of professional development opportunities were funded by West Hills College for faculty in 2014. West Hills College faculty has formed campus learning communities and host monthly workshops (*presenters are required to co-present with at least one student*) and a three-year strategic plan was codified to guide future implementation efforts (Appendix C.4).



West Hills College understands that students expect to use multiple channels to communicate. Not only is it important to acknowledge this reality, but even more so to proactively engage it. Concurrent with the iPad roll-out for faculty, West Hills College *purchased 300 iPads to fund a student initiative* to provide technology access in fall 2014. As it relates to the context of this Awards for Innovation application, the innovation (the first community college in California to develop the student program) allowed all eligible full-time



West Hills College students in good academic standing to either purchase the iPad at discounted educational rates or make monthly payments (ranging from 12, 18 or 24 months) through a partnership with Invest for Learning, a subsidiary of Xerox Corporation.

The monthly payment plan was used by 90% of more than 200 participating students now enrolled in the program. One critical outcome was a percentage of student's *added* classes to meet minimum participation requirements (that may ultimately shorten time to completion). This initiative is designed to contribute to the success of our students. Careers today and in the near future require people who can work collaboratively, can teach themselves, are adaptable to change, can communicate well and are technologically adept. Our goal is to prepare our students for whatever challenges they might face in the future. Digital learning and/or online technology for low income students that provides access to low cost content and access to customized learning is what the Apple initiative is about. Customized learning platforms look at closing achievement gaps but also closing the digital divide. The initiative showed strong correlation to other barriers by addressing the cost of education (apps versus textbooks) and concurrent realization that learning is moving indisputably toward digital content.

Note: In fall 2014, the district deployed an employee purchase program and created a three-month payroll deduction program to facilitate participation.

Note: In fall 2014, the Chancellor's Executive Cabinet initiated participatory governance groups to collaborate on revising its current Textbook Adoption policy (BP109). The revision focuses on West Hills College commitment to making educational resources, including textbooks and other course materials, more affordable through a variety of approaches that incorporate student, faculty, and administrative considerations and do not compromise academic freedom or educational quality. Review and adoption by the West Hills College Board of Trustees is expected in winter 2015.



The Degree Qualifications Profile (DQP) focuses on pathways for advancing student success. Funded by the Lumina Foundation, West Hills College faculty is using the DQP framework to develop valuable, clear, and coherent pathways for Career and Technical Education (CTE) degrees. The DQP so-called '*Spider Web*' is a series of five integrated outcomes, including applied learning, intellectual skills, specialized knowledge, integrative knowledge, and civic learning. Several CTE degrees are undergoing this holistic assessment. Early results have identified common general education requirements, student learning outcomes modification, and degree outcomes verification; all of which are now aligned to incorporate revisions of standards mandated by the Accrediting Commission for Community and Junior Colleges (ACCJC). The DQP project was selected by ACCJC for special recognition as honorable mention for an Award of Excellence (Appendix C.5).



West Hills College was designated with *Achieving the Dream* status (Appendix C.6) in spring 2014. The college has established a list of high enrollment/low success classes to focus



attention on reshaping and realigning curriculum to transfer universities. The immediate result of this process has determined that two of our courses, in particular, effect students' progress to graduation success: Elementary Algebra (MATH 61) and Introduction to Communication Skills (ENG 51A). Student focus groups from these classes have been assembled to identify the possible reasons of why students are challenged by the classes resulting in lower success. An implementation plan is under development. Of equal importance, the program extends our literature review and research on the predictors of academic success; primary research being collected is expected to frame our responses to the personal and non-cognitive characteristics to predict student success. Early analyses show successful students make favorable mention of academic support services and personnel, and reference positive experiences with faculty members and advisors.



West Hills College allocated general fund revenues to create an Associate Vice Chancellor of Connected Learning position in early 2014. Special attention focuses on faculty technology in the classroom. With the support of numerous other academic and student service units at West Hills College, student retention, success, persistence (e.g., completion), certificate attainment, transfer, and graduation rates are analyzed regularly by faculty and staff. The position improved sustained linkages between West Hills College faculty, staff, and administration through continuous planning and assessment of distance education strategic planning. The position is also serving as Project Director of the *Title V Expanding Options for Instruction and Support* grant.



West Hills College Title V *Expanding Options for Instruction and Support* grant is using Hispanic Serving Institution (HSI) performance measures (enrollment, retention, completion, and cost) to *increase the proportion of high-need students persisting in and completing college*, enabling more data-based decision-making and improving productivity. This year, the grant is increasing the quantity and quality of online courses and services for students in remote areas of the West Hills College service area. The grant has developed web-based distance orientation, educational assessment and planning, advising, student probation support and progress tracking to support students living in remote farming communities. Concurrently, a team of faculty and staff have targeted courses with the lowest success rates and have undertaken efforts to revise those courses (e.g., hybrid, web-enhanced). Continuous professional development is provided by *@One Trainers*, who facilitate customized on-site session in distance platforms, multimedia tools, accessibility, pedagogy, support services and related distance education topics using EDVANCE360, the college's content management system. Additional staff hired to support the grant have been instrumental in ongoing activities and completion of strategic work products to meet grant objectives.



The registrar's office is casting *Academic Tracker* on all students who have completed courses fundamental to the completion of a certificate. Using this process has identified nearly 450 certificates earned by students who have completed (or are pending grades) certificates to be awarded for the 2014 fall semester. The students are no longer required to complete the petition process to earn a certificate at West Hills.



West Hills College secured approval of 21 transfer degrees, *113% of its obligations* consistent with Senate Bill 1415 (Brulte) and Senate Bill 1140 (Padilla). The transfer degrees have *decreased replication* of courses by transfer students, improved communication with CSU transfer institutions, and *standardized degree* requirements. There is a continuing initiative as Senate Bill 440 (Padilla) will require that all community college create transfer degrees in every major for which there is a transfer model curriculum and a degree in that discipline (Appendix C.7).

Explain why you think the changes you have initiated will achieve those goals and what you expect the impact of the changes will be.

The *Closing the Gap* initiative exposed the absence to expository writing by high school seniors, which is essential to success in college. Through collaboration, dialogue, and sharing and calibrating of student writing, we have seen a *significant increase in students entering at the college level in reading and math and fewer students entering at the basic skills level*. As vital, the initiative revealed:

- 1) Articulating the various stages of priority registration to high school students;
- 2) Educating them on new matriculation components (SSSP);
- 3) The direct correlation linking outreach platforms with priority registration, a *major aspect of shortening time to completion*;
- 4) Alignment of English curriculum and efforts to improve English placement (now in place at the high school level); and,
- 5) Student success-driven outreach teams are *judicious in bringing underrepresented students into higher education*, particularly Hispanics, whom enrolled at West Hills at a higher rate than any other ethnic sub-population between 2012-2014.

All points are critical to *putting students on a path to transfer within two years*. Results have been positive, with an increased number of students taking assessment tests and a greater proportion of students being placed at higher levels of math and English.



Recognizing faculty rarely have an opportunity to see each other teach (outside of the evaluation process), another innovative opportunity emerged, *Teacher Trade and Talk (TNT)*. This voluntary, non-evaluation opportunity allows faculty to observe each other and share what they learned, want to learn more about, want to acknowledge, and want to improve. TNT has a structure of 3-2-1, three observations of a colleague's teaching, two roundtable discussions with their peers, and one video presentation *TED Talk-style* in which the faculty member presents a topic of their choice for archiving. One of the critical elements required that faculty had to choose at least one basic skills class to observe in addition to any other classes they selected. The feedback was outstanding and we had both full time and adjunct faculty participate, *many coming away with renewed approaches, broader perspectives of student learning, and improved collegiality.*

Lastly, a consistent lesson learned by our pursuit is we often found out our best leadership 'plays' supporting student success were not in our leadership or management 'playbook'; Our best decisions were the result of engaging one another, asking questions and probing ourselves and processes. In some instances, these innovative 'plays' were outcomes of our endless appetite to dialogue with private sector vendors, various educational policy groups, think tanks, research firms, and educational consultants. We believe the quality of relationships in this complex web of interconnections largely determines the quality and effectiveness of West Hills College. Learning to support the emergence of collaborative visions that integrate the visions of others is at the core of 21st century leadership skills.



5. Describe any changes to policies, practices, and/or systems you will implement after January 9, 2015, that are intended to achieve the goals identified in Item 1, as well as the expected timeline for implementing those changes and the expected impact of those changes.

Degree Program Redesign

The district understands that students' starting off *on the wrong foot* hurts completion; students who make early progress complete at higher rates. With the advent of REG365 and continued emphasis on educational planning, this is a logical next step in the district's efforts to streamline the pathway for student completion and transfer. *Timeline: spring/summer/fall 2015.*

Personalized learning Modules

Stackable Career and Technical Education certificates and credentials that focus on compressed offerings focusing on development of specific competency skills sets and academic credit for occupational coursework (e.g., pre-apprenticeship, apprenticeship) are included in the degree program redesign. *Timeline: summer/fall 2015.*

Guided Pathways to Success

While it takes an act of courage for many people to enroll in courses, it takes institutional effort as well to help students successfully complete them. Students' having a goal isn't *enough*; students need help planning to achieve success. West Hills College is supplementing general fund disbursements with Student Success and Support (SSSP) funds to structure student schedules that clearly define and facilitate future education paths for students. *Timeline: spring 2015.*

Transfer recording at course Level

West Hills currently records units earned from previous college experience as a lump sum unit and grade points. Therefore, transfer students are unable to take advantage of the benefits academic tracker provides in the student planning area. West Hills will initiate the process of recording transfer units next academic year. *Timeline: fall 2015.*

e-Transcript

West Hills will begin electronic student transcripts in spring 2015 and sending through that same system during the summer 2015. The *eTranscript* California system has been identified as a critical component of an education planning system in support of the implementation of electronic transcripts at all community colleges as mandated by the Education Planning Initiative. *Timeline: spring 2015.*

West Hills College Mobile Application

Earlier references detailed the governing board's direction relative to infusing technology in the teaching and learning process and summarized the technological acumen of today's adult student. To facilitate additional opportunities for students to maintain focus on completion and transfer, West Hills College is developing a mobile application to support *MyWestHills* student information systems. The application will provide students with essential services for enrollment status, fee payment, class scheduling, and matriculation services. *Timeline: February 2015.*



Enrollment Management

Arguably, the most important benefit of effective schedule creation is the positive impact on students. Targeted schedule changes were made to address unmet student needs, increasing retention and decreasing time to completion. The next phase of the project, which leverages data on individual students progressing through degree audit rules, will extend the student impact further. This information will be focused on eliminating bottlenecks in program completion, increasing productive (versus wasted) credits taken, and further decreasing time to completion. *Timeline: spring 2015.*

Transfer Model Curriculum

West Hills College Lemoore met its 2014-15 mandated goal of creating 12 transfer degrees to be compliant with SB 1440. Remaining in the queue for approval are three additional transfer degrees: psychology, history, and kinesiology. It is expected these transfer degrees will be approved in spring 2015. In addition, the college's Chief Instructional Officer (CIO) and faculty have had recent discussions that more transfer degrees will be proposed during the 2015 calendar year, specifically biology, chemistry, and economics. Concurrently, creating a "transfer receptive culture" is important for transfer student success, particularly because research shows that students who bond quickly and well with their new campus environment are more likely to succeed academically. Examples of programming and resources that successful institutions have incorporated to accomplish this are transfer orientation, transfer centers, transfer skills courses, and transfer student housing. *Timeline: spring 2015.*

Achieving the Dream (ATD) research and implementation Plans

Our next steps will be to continue to update all constituents, create a marketing plan to share our work, identify what our students need to complete their educational goal, develop an *implementing team*, write the plan, and attend the spring ATD conference in Baltimore. Fall 2014 focus group sessions and other data will result in changes to curriculum, scheduling patterns, assessment, and/or pedagogy that will influence curriculum alignment, ease of transfer, and increase completion rates. *Timeline: spring 2015.*

Degree Qualifications Profile (DQP)

Additional elements beyond those previously described that are embedded within DQP are an examination of competency-based curriculum alignment that boosts completion rates and controls costs. Gaining in momentum, competency-based education (CBE) as an academic program, is intentionally designed to ensure students can demonstrate their learning of the knowledge, skills, and attitudes needed by a person in that major field of study by utilizing authentic assessments that are validated for quality. *Timeline: spring 2015.*

Automatic issuance of Degrees

In an earlier section we detailed a 2014 innovation using technology to automatically award certificates of completion to students. In 2015, we plan to extend this practice to associate degrees. It is expected the innovation will *contribute to placing students on a faster track to completion.* *Timeline: early 2015.*



- Discuss how the changes described in your responses to the previous items will impact the average cost to award a bachelor’s degree, considering costs borne by the state, the participants in the application, and students, as well as the magnitude of that impact.

Higher education has certain built-in inefficiencies. The innovations described in this application take a wide-ranging approach to shortening students’ time to completion, focus on speed and efficiency and reduce costs incurred throughout the process by the student, institution, and state.

West Hills College partnerships with feeder high schools are instrumental in easing students’ transition from high school into college and improving student assessment scores in math and English. A recent analysis of time-to-completion among high school graduates entering West Hills between 2008 and 2010 showed that for each level of remediation required, it will take students an additional year to attain completion at a rate similar to their peers placing at a higher level of math and/or English (Appendix E.1).

Similarly, a comparison of students (Appendix E.2) who transferred or completed an associate degree or a general education certificate in two years or less versus those taking more than two years to

complete the same outcome revealed that those completing in less than two years accumulated an average of 16 fewer units at West Hills. *This reduces the time to completion and is the equivalent of at least one semester of full-time enrollment and amounts to approximately 0.53 Full-Time Equivalent Students (FTES).*

Initial Year of Enrollment	Units to Completion	
	Completion of Degree or Transfer in More than 2 Years	Completion of Degree or Transfer in 2 years or less
2008-09	63.4	47.7
2009-10	66.6	50.9
2010-11	66.4	48.9
2011-12	64.9	49.3
Four-Year Average	65.2 units	49.2 units

Increased Capacity

- Because shorter time to completion is correlated with fewer units to completion, more students completing and transferring in less time will boost community college capacity at no additional cost to the state or institution. Sixteen (16) fewer units per completing student means between three and five additional class seats for *other new and continuing* students.
- Furthermore, a decreased need for remediation means that funds can be reallocated from basic skills to other instructional areas of high student demand.

Decreased Cost

- With the current California Community College fee rate of \$46 per unit, 16 fewer units is an average tuition savings of \$736 per student. Additional savings are realized particularly in living expenses incurred while enrolled in college (as well as increasing institutional capacity), reduced costs for instructional supplies, textbooks, and other fees. Faster completion allows student completers to transfer and/or enter the workforce sooner.



7. Describe any risks or tradeoffs involved in the changes you are implementing and the way in which you will monitor and mitigate them. In particular, please address any potential adverse effects on student groups that are underrepresented in higher education.

Earlier, we noted our first year schedule of classes in the REG365 era didn't have an adequate number of sections available to first-time freshmen. Priority registration was configured based on the number of units students had accumulated at West Hills College *previously* so first-time high school student enrollments were inadvertently 'shut out' of registering for core transfer and/or general education classes.

One challenge is the impact on prerequisite processing. There has been an increase in the number of prerequisite drops that need to occur each semester. In early spring 2014 West Hills College added the ability for staff to code prerequisite overrides into our registration system. This coding allows us to automatically exempt students with overrides from being incorrectly dropped. West Hills College also implemented a new prerequisite drop process during the summer 2014 term. Near the end of each term, prerequisites are evaluated for the following term. Those students who are still in progress and pending grades are left in the class. Students who have already dropped or received an earlier substandard grade are removed at that time. This leaves a much smaller number of students who need to be evaluated and dropped right before classes start. It also affords the dropped students more time to find replacement classes in their schedule to ensure timely completion of their educational goal(s).

Another anxiety when registering for summer, fall and spring at the *same time* was the fiscal impact on the student. To assist with that issue, the district agreed to exempt charges for the spring semester from the 24 hour drop policy until the beginning of November. The November time frame aligned with the previous year's registration period. In this way, we eliminated any fiscal impact on the student. Reminding students of the November payment deadline became the priority. In order to accomplish this, we sent emails and physical postcards to all students with a spring balance remaining. We also posted web announcements, Facebook posts and signage around campus.

We also learned the power of building a culture of collaboration and trust across educational systems. What has evolved from these annual practices are information and data sharing. We are able to provide data to the secondary school principals regarding the progress their students are making in areas such as college readiness, persistence, success, retention, and transfer, as well as share with them pertinent changes which they in turn are able to share at their high school campuses. Aggregated reports are now provided to compliment high school-specific reports used by faculty and staff to assess and evaluate former students enrolled at West Hills College. A series of college and district meetings are conducted each year, many of which have been documented in this application. While often enlightening to high school faculty and staff, the reports have stirred and aroused motivations for increased collaboration, anchored by the



continuing efforts of the Closing the Gap initiative, Achieving the Dream, DQP and the C6 project.

Undergirding structural support of year-round registration was a purposeful reengineering of schedule development timelines that required coordination across West Hills College schedule development offices, learning areas, and instructional disciplines. Budget and Full Time Equivalent Students (FTES) targets were determined using earlier timeframes than in the past. Schedule completion deadlines, data entry, and schedule proofing conditions were accelerated. The outcome was that the year-round schedule of classes went ‘live’ four weeks prior to the commencement of priority registration. Notably, this early release empowered high school students to create their ‘shopping cart’ of classes to build their year-round schedule earlier than ever before.

In 2013-14, approximately 300 full-time student athletes enrolled at West Hills. A significant proportion of them (66.8% in 2013-14) were from underrepresented populations. Because California does not permit athletics scholarships for two-year community college students, recruiting of student athletes (many of whom live on-campus) often falls after the traditional early spring recruitment patterns. As such, it was evident many student athletes that did not commit to West Hills College until after the spring recruiting season experienced challenges with finding open classes. This adversely impacted the ability of athletic staff and counselors to build academic schedules to meet state requirements (12 units during and in-between seasons of sport). West Hills College’s reply was labor intensive: all athletics staff, dedicated counselors, academic advisors, and administration worked to interface with faculty, increase class size, relocate selected classes to larger classrooms, and add course sections to serve student athletes that did not commit to West Hills College prior to the April release of the REG365 schedule.

Again driven by Board of Trustees action, West Hills College changed outreach methods in response to evidence suggesting many incoming students were failing to complete matriculation requirements that could potentially derail or delay eligibility to enroll in classes. The *board action incited students* with priority registration privileges to entering high school seniors who had completed their application, placement test, FAFSA, orientation and student educational plan. This change in policy sparked a redesign in our high school outreach practices, anchored by creation of a spring event called *Eagle Dayz*. *Eagle Dayz* brought all of the high school students who had completed their application, placement test, and FAFSA to West Hills College for one day to finish their orientation and student educational plan. At the end of *Eagle Dayz*, students were ready for fall semester. Those scoring at the basic skills level were invited to attend a newly developed summer long, *Bridge 2 Success* (B2S) program. The result of initiating priority registration was an *increase* in the number of students attending *Eagle Dayz* each year, a *decrease* in the number of students being dropped for non-payment, and a *decrease* in the number of first time students being confused and unsure of what to do or where to go the first day of school.



Sustainability (35 Percent Weight)

8. Describe your key strengths and assets for encouraging a culture of innovation and adaptability within and across all entities participating in the application, sustaining the changes you are making and, ultimately, achieving the goals identified in this application.

Innovation is the long-term result of behavior focused on creating value in a new way. Innovation is synonymous with risk-taking. It's the process of translating an idea into a good or service that creates value. To be called an innovation, it must satisfy a specific need, be replicable, and at an economical cost. Innovation involves the deliberate application of information, imagination, and initiative in deriving greater or different values from resources and includes all processes by which new ideas are generated and converted into useful products.

Since 1994, Chancellor Frank Gornick has inspired a *Vision for Greatness* at West Hills College (Appendix F.1) that focuses on student-centric policies and procedures and has been driven by what he can do for students. At West Hills, the vision and the Board-approved value statement is elegantly simple but dramatic in impact: the relentless pursuit of student success. REG365 is the latest example of this relentless pursuit and has pioneered a student and instructional service unique to West Hills College in California higher education.

Address leadership, institutional commitment, existing relationships among the application participants, and external partnerships or resources you are leveraging.

There are other emerging areas of opportunity that can best be leveraged through collaboration at the regional level, bringing efforts to scale for increased competitiveness. These areas include renewable energy and water technology innovations and regional food systems (including global trade, logistics and export evolution) fostered during a provocative series entitled "*Essential Elements for the Future of the San Joaquin Valley*" hosted by West Hills College in 2014 (Appendix F.2). A shining example of leveraging existing relationships is West Hills College partnership with Roll Global (Paramount), a privately-held, \$3 billion international company. The Paramount Agriculture Career Academy (PACA) collaborative is fundamentally changing the educational experience for high school students in our service area, immersing them in a rigorous, integrated academic program of study in agriculture-themed pathways. PACA uses an early college model combined with the California Partnership Academy to prepare students for high-skill, high-wage agriculture positions. PACA graduates will *concurrently earn a high school diploma and an AA degree or state approved community college certificate* in one of three pathways: Agricultural Business Management; Agricultural Mechanics; or Plant Science.

Broader policies and practices that represent the best case for the future of the Central Valley include:



Creative thinking from the public policy sector;



Putting a “face” on the Valley and individual lives affected, emphasizing the continuing drought, pending fracking legislation, and burgeoning trade and logistics sectors in the seven county region known as the San Joaquin Valley;



Accessing and employing the most effective tools from science, engineering and technology to responsibly advance technological applications;



Building coalitions to ensure adequate resources and investment in the Central Valley during what is likely to be a dramatic transition period, and;



Focusing locally on training (and/or retraining) that will help boost opportunities for employment and contribute to an improved quality of life as the region continues its transformation to a progressively more sustainable future.

Even in industry clusters where the valley has comparative advantage, such as agriculture and logistics, the valley is not capturing the “value chain” – where value is added along the continuum of economic activity within the components of a cluster. Instead, goods flow out of the valley where value is added later, and businesses and industries that buy goods and services from other businesses are buying a significant share of those goods and services outside the valley, representing a leakage of economic potential.

A 2012 report published by the *California Partnership for the San Joaquin Valley* (2012, CSU Fresno) documents (Appendix F.3) other kinds of leakage that occur as well, including skilled workers who commute to jobs located outside of the Valley; jobs within the Valley going to workers who live outside of the Valley; and loss of innovation. This loss of innovation is related to intellectual capital (inventions, patents, etc.) leaving the Valley in pursuit of investment capital or a more supportive entrepreneurial environment, including specialized research and development, legal and business services. These region-centric challenges impact and trickle down to students and residents in Valley communities.

Regionally, factors associated with economic development, industry clusters, education, and workforce development pose challenges to West Hills College students. The Valley has been more severely impacted by the “*Great Recession*” than most other California regions and needs to reposition itself for economic recovery. The global economy is experiencing structural changes and new opportunities are emerging which demand new responses at the regional level. Local budget challenges constrain the ability of many jurisdictions, partners and business champions to manage, implement and support county and regional cluster initiatives.



9. Describe your strategies for engaging stakeholders (such as students, faculty, other education agencies or institutions, community members, and business leaders) and achieving commitment to the goals described in Item 1 and the changes to policies, practices, and/or systems described in the items in the Innovations section.

Our strategies may be best characterized as examples of *collective impact*; the commitment of a group of important actors from different sectors to a common agenda for solving a specific social, cultural, economic and/or educational problem. West Hills understands that collaboration is nothing new. The education sector is filled with examples of partnerships, networks, and other types of joint efforts. But collective impact initiatives are distinctly different. Unlike most collaboration, collective impact initiatives involve a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants. A past example of this realization was our partnership with northern California Hospital Association and the California Department of Mental Health (CDMH). Faced with strong labor demand for Radiologic Technicians and Psychiatric Technicians in a no-growth era of funding, West Hills College partnered with the hospital association and successfully approached CDMH to provide initial ‘start up’ funds to West Hills to deliver instruction; more than 600 students have been trained since then.

The unfortunate truth is that many community colleges have trouble monitoring their own performance. Central to boosting capacity of evidence-based educational practices to improve outcomes is an increased use and distribution of data measuring progress towards student success; evidence that is shared with educational partners, community-based organizations, regional workforce and economic development agencies, municipalities, business and industry councils. To facilitate dialogue with these groups, West Hills College infused more transparent and disaggregated data evidence practices that regularly provide internal and external audiences with immediate access to student data (e.g., a *deeper* level of inquiry and assessment) via print and electronic sources.

Concurrently, the district negotiated additional faculty professional development requirements (Appendix G.1) and furloughs (2009) instead of cancelling class sections; brokered solutions through its innovative *Essential Elements* series, which included students, business leaders, regional stakeholders *and* numerous Governor’s office Cabinet-level statewide administrators; Educational Master Planning; program reviews; institutional effectiveness data; a district Succession Plan policy; alignment of a series of new equity metrics to improve access, success and greater participation by demographic groups; and established strategies that address local considerations consistent with requirements of the Senate Bill B196 (Liu) intends to connect budget and policy decisions to set goals (Appendix G.2). All of which are designed to focus attention on closing the persistent equity gaps in California in an era of increased expectations. New accountability standards require goals with target rates with implications for weighted funding allocations in the future. The model holds promise for West Hills and recognizes that greater populations of high need served by West Hills may receive greater resources.



10. Describe how the changes described in this application will be sustained within your existing financial resources.

The REG365 innovation and majority of other initiatives described in this application *will not require* an infusion of new funds, growth funds, or restoration funds from the state. As evidenced by the district's general fund commitment (e.g., Apple initiative, Enterprise Resource Planning [ERP], software licensing) and usage of categorical funds (e.g., SSSP, equity) that support other projects in this application and our inexhaustible commitment to earning local, state, and federal grants, budget shortfalls are not anticipated.

The passage of a \$20 million dollar districtwide bond (Measure T) in November 2014 will support infusion of technology upgrades or new technologies and supplement previously issued bonds for facilities and upgrading of infrastructure. The bond will enable West Hills College to stimulate technology purchasing of necessary products, licenses, and software that deliver our instructional component to all students in a timely and efficient manner. The same standard will be used throughout the district so that all students have the same access. The Title V grant funds and the emphasis on Connected Learning initiatives (e.g., online, hybrid, web-enhanced) provide additional funding support to West Hills College.

As stated earlier, West Hills College initiatives focus on speed and efficiency of completion. Many of them possess pecuniary elements: Increase in students with educational plans, revised matriculation/outreach services, momentum gained by defining full-time students as 15 units, the incentivizing of iPad-eligible students to increase unit load (and its correlation to cost savings for students), the high school assessment beta collaboration (fewer course repeats), English and Math curriculum alignment (increase in student preparedness upon entry), reduction in replicating courses and transfer partnerships with CSU, Farm of the Future solar initiative and energy management program, non-siloed data analytics and related research, SSSP funds, common dialogue with K-12 faculty to prepare students, student-centric grants, and innovations such as *Academic Tracker* all of which support West Hills College commitment to increasing bachelor's degrees in the region, shortening time to completion, and easing transfer requirements.

West Hills Board policies (BP) 6200 and 6225 articulate requirements for administrative procedures to maintain viable and comprehensive colleges within the district. Each year, the Deputy Chancellor proposes a budget prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with state laws and regulations and provides adequate time for Board study. Utilizing the budget process for resource allocation, along with the budget preparation process, the colleges submit an annual budget to the Deputy Chancellor. Each college then develops a budget based on its college procedures and college governance process. Increasingly, resource allocation is driven by integrated planning. Budget development supports the master and educational plans (including the facilities, technology and strategic plans) of the District and colleges.



Evaluation (15 Percent Weight)

11. Describe how you will evaluate—both quantitatively and qualitatively—whether the changes described in your responses to the items in the Innovations section will achieve the goals identified in your response to Item 1 and how you will use this feedback to inform future changes. Please include at least three specific quantitative measures you will monitor regularly, including at least one measure that can be observed and used to gauge progress in the near term (fewer than four years) and at least one measure that will reflect progress over the long term (four years or more).

The effectiveness of West Hills College’s registration and intervention practices in promoting transfer and bachelor’s degree completion will be evaluated using a cohort-based system. Cohorts of first-time students will be tracked and monitored based on a series of measures:

1. Enrollment in 30 or more units during the student’s first year of attendance;
2. Completion of 30 or more units during the student’s first year of attendance;
3. Enrollment in 30 or more units during the student’s second year of attendance;
4. Completion of 30 or more units during the student’s second year of attendance;
5. Transfer-related outcome (*AA/AS; general education certificate; completion of 60+ transferrable units with a 2.0 GPA or higher; or transfer to a four-year institution*) within two years of first attending WHCCD; and,
6. Completion of a bachelor’s degree within four years of first attending WHCCD.

Academic Year	Enrolled in 30 Units in Year 1	Completion of 30 Units in Year 1	Enrolled in 30 Units in Year 2	Completion of 30 Units in Year 2	Transfer-Related Completion	Completion of Bachelor’s Degree
2012-13	13.77%	6.03%	16.9%	8.71%	10.64%	End of Spring 2016
2013-14	17.84%	7.41%	16.13%*	June 2015	Fall 2015	End of Spring 2017
2014-15	16.75%*	June 2015	April ’15-Jan ’16	June 2016	Fall 2016	End of Spring 2018
2015-16	April ’15-Jan ’16	June 2016	April ’16-Jan ’17	June 2017	Fall 2017	End of Spring 2019
2016-17	April ’16-Jan ’17	June 2017	April ’17-Jan ’18	June 2018	Fall 2018	
2017-18	April ’17-Jan ’18	June 2018	April ’18-Jan ’19			
2018-19	April ’18-Jan ’19	June 2019				

* Preliminary enrollment data based on in-progress registration for spring 2015

Not only will these indicators allow for tracking of student progress in the short-, medium-, and long-term, but each indicator is viewed by staff to the individual student level, allowing for monitoring of student progress and targeted interventions. For example, counseling and outreach staff have the ability to ‘drill down’ into the data and view individual student’s progress on each indicator. This practice of targeted intervention based on student-level data is a core element of West Hills College’s model of utilizing student success teams for the proactive delivery of student services.



12. List your target outcomes for each academic year through 2018-19 for the measures identified in your response to Item 11, including targets for the student groups that are underrepresented in higher education. Please provide the most recent baseline measures for each target outcome for each participant in the application and identify which academic year that data reflects. You may use a table to reflect this data. Please also provide a narrative that explains how you chose your targets, including assumptions used and evidence you have to support those assumptions. Please identify your data source or provide enough information about how the data is generated to allow other entities to replicate the measures.

Target outcomes pivot around continuous quality improvement, with each target based on the most recent complete year of data. The table below shows the baseline rates (in gray) and goals for each indicator. Appendix H.1 identifies cohorts and outcome measures (data sources).

Cohort	Enrolled in 30 Units in First Year	Completion of 30 Units in First Year	Enrolled in 30 Units in Second Year	Completion of 30 Units in Second Year	Transfer-Related Completion in 2 Years	Completion of Bachelor's Degree in Four Years
New students 2012-13	13.77%	6.03%	16.9% (baseline)	8.71% (baseline)	10.64% (baseline)	End of Spring 2016 Goal: 1.93%
New students 2013-14	17.84% (baseline)	7.41% (baseline)	16.13%* Goal: 17.75%	June 2015 Goal: 9.14%	Fall 2015 Goal: 11.18%	End of Spring 2017 Goal: 2.02%
New students 2014-15	16.75%* Goal: 18.73%	June 2015 Goal: 7.78%	April '15-Jan '16 Goal: 18.64%	June 2016 Goal: 9.60%	Fall 2016 Goal: 11.73%	End of Spring 2018 Goal: 2.13%
New students 2015-16	April '15-Jan '16 Goal: 19.67%	June 2016 Goal: 8.17%	April '16-Jan '17 Goal: 19.57%	June 2017 Goal: 10.08%	Fall 2017 Goal: 12.32%	End of Spring 2019 Goal: 2.23%
New students 2016-17	April '16-Jan '17 Goal: 20.66%	June 2017 Goal: 8.58%	April '17-Jan '18 Goal: 20.55%	June 2018 Goal: 10.58%	Fall 2018 Goal: 12.94%	
New students 2017-18	April '17-Jan '18 Goal: 21.69%	June 2018 Goal: 9.01%	April '18-Jan '19 Goal: 21.57%			
New students 2018-19	April '18-Jan '19 Goal: 22.77%	June 2019 Goal: 9.46%				

* Preliminary enrollment data based on in-progress registration for spring 2015

Goals for each indicator are based upon a 5% increase over the previous year's rate. Additional goals have been formulated for lower-performing and underrepresented groups. *Given the upward trend that has occurred over the previous two to three years, this goal of a continuous 5% improvement is ambitious but not unreasonable.* Two spring 2015 measures are currently



available; while the data for these is not complete (spring 2015 registration is still underway), both point to continued improvement.

It should be noted that the rate of completion of a bachelor's degree within four years of starting at West Hills College is extremely low, with only 1.27% of students who entered between fall 2001 and fall 2010 completing a bachelor's degree within four years. The majority of the bachelor's degrees completed by these students are completed over a longer period of time with bachelor's degree attainment peaking between five to eight years after first enrolling at West Hills (Appendix H.2).

Note: While positive, early results should not be seen as definitive until enrollment data can be assessed after the spring 2015 course census date.

Underrepresented Subpopulations

While results have varied from year to year, Hispanic students, African-American students, and students entering college at the age of 20 or older have enrolled in 30 units in an academic year at a lower rate than white students and have also shown lower rates of transfer/transfer readiness within two years and bachelor's degree attainment within four years.

The student equity plans for West Hills College, approved in December 2014, identified these groups, among others, as having disproportionately low rates of access, degree completion, and transfer (Appendix H.3). Further efforts connected to West Hills College Achieving the Dream designation have also focused on connecting with these populations of students through focus groups. A number of groups have been identified as areas of focus, including African-American students and first-time students over the age of 20. Based on these findings, West Hills College will develop targeted interventions and data benchmarks with the goal of tracking and improving performance within the identified subpopulations (Appendix H.4).

Appendix H.5 identifies the overall target improvement (5%) for each indicator that will be examined by subpopulations, with each subpopulation's target improvement rate based upon how it currently compares to the cohort average for each indicator. Subpopulations that perform below the cohort average will have *slightly higher* target improvement rate, while those that perform better will have *slightly lower* improvement target, reflecting the fact that these groups are already performing at or are higher than the cohort average. Using this method, long-term goals can be set and monitored based on any number of subpopulations. While results have varied from year to year, Hispanic students and African-American students have enrolled in 30 units in an academic year at a lower rate than white students and have also shown lower rates of transfer/transfer readiness in two years and bachelor's degree attainment within four years.

Innovation in Higher Education Award Application Letter of Support

I endorse with enthusiasm this letter of support for the West Hills Community College District application for an “Innovation in Higher Education” Award by the California Department of Finance. Our district supports innovative and ambitious initiatives to improve higher education with emphasis on:

- Easing transfer through the state’s education system by better recognizing learning that occurs across the state’s education segments;
- Allowing students to complete postsecondary degrees in a timely manner after beginning higher education; and
- Significantly increasing the number of postsecondary degrees awarded.

West Hills College Registration 365 (REG365) was a consequential innovation of a redesign of our education delivery methods. Where traditionally a student would register for the summer and fall terms during April and wait until November to register for the subsequent spring semester, REG365 allows students to schedule a full year’s worth of courses *at one time*. This change to the registration cycle further incentivized educational planning and emphasized to students the importance of completion-oriented educational planning, rather than taking a shorter, term-to-term view of class registration and enrollment.

REG365 is the latest in a series of initiatives and innovations in student access, educational planning, outreach, and student enrollment. Building the innovation required dozens of West Hills College work units collaborating with centralized services to reengineer myriad services impacting every aspect of student services and instruction. This pioneering initiative is a coherent set of innovative and replicable changes; these and numerous other congealed initiatives comprise many elements of this award application.

Our core value – the relentless pursuit of student success – is an acknowledgement of our staple fundamental: Students need support – and experiential and deep learning. Feeling supported in college helps graduates in their careers. Human fundamentals matter too. Effective monitoring is critical to a graduate or transfer student’s success. Student engagement and well-being are much closer to quantifying the core mission of higher education: To educate students so they have meaningful and productive careers, contribute to society, and thrive in their overall lives.



Frank P. Gornick
Chancellor

WHCCD Vision
The relentless pursuit of student success.

January 8, 2015

RE: Letter of Support for West Hills College Innovation in Higher Education Award Application

We endorse with enthusiasm this letter of support for West Hills College application for an “Innovation in Higher Education” Award to the California Department of Finance. All of us support innovative and ambitious initiatives to improve higher education, with emphasis on:

- Easing transfer through the state’s education system by better recognizing learning that occurs across the state’s education segments;
- Allowing students to complete postsecondary degrees in a timely manner after beginning higher education;
- Significantly increasing the number of postsecondary degrees awarded.

West Hills College Registration 365 (REG365) was a consequential innovation of a redesign of our education delivery methods. Where traditionally a student would register for the summer and fall terms during April and wait until November to register for the subsequent spring semester, REG365 allows students to schedule a full year’s worth of courses *at one time*. This change to the registration cycle further incentivized educational planning and emphasized to students the importance of completion-oriented educational planning, rather than taking a shorter, term-to-term view of class registration and enrollment.

REG365 is the latest in a series of initiatives and innovations in student access, educational planning, outreach, and student enrollment. Building the innovation required dozens of West Hills College work units collaborating with centralized services to reengineer myriad services impacting every aspect of student services and instruction. This pioneering initiative is a coherent set of innovative and replicable changes; these and numerous other congealed initiatives comprise many elements of this award application.

Our core value – the relentless pursuit of student success – is an acknowledgement of our staple fundamental: Students need support – and experiential and deep learning. Feeling supported in college helps graduates in their careers. Human fundamentals matter too. Effective monitoring is critical to a graduate’s or transfer student’s success. Student engagement and well-being are much closer to quantifying the core mission of higher education: to educate students so they have meaningful and productive careers, contribute to society and thrive in their overall lives.

Sincerely,



Carole Goldsmith, Ed.D.
President

Innovation in Higher Education Award Application Letter of Support

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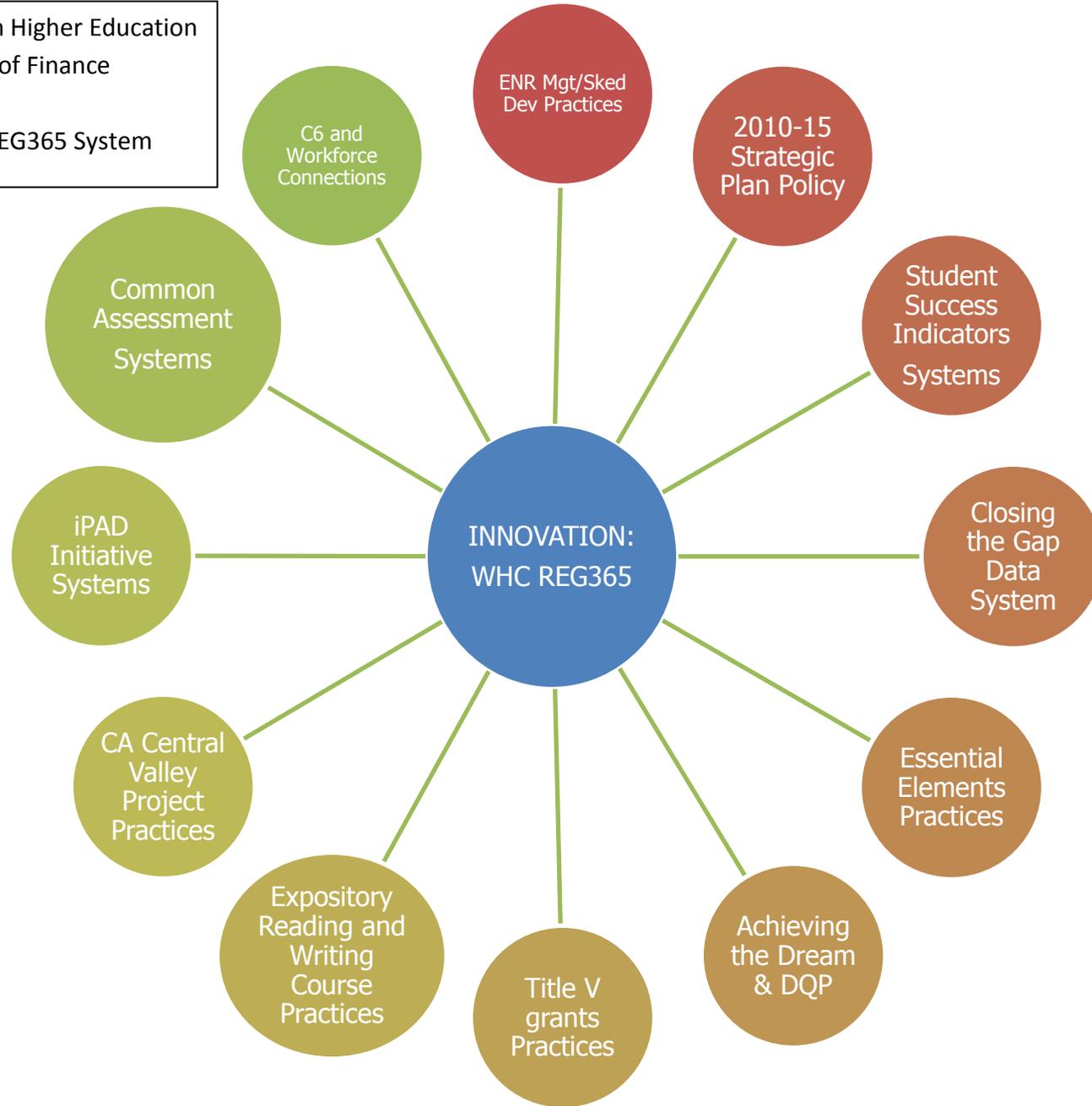
Don Warkentin
President
West Hills Community College, Lemoore

Appendix B.1

Awards for Innovation in Higher Education
CA Department of Finance

West Hills College REG365 System

APPENDIX B



Appendix B.2

1. Contract with United Parcel Services (UPS) instead of US Postal Services (USPS) for regular mail due to geographic distances within the West Hills district;
2. Initial training of 1,100 employees hired at a new casino to stimulate economic development; and,
3. West Hills *Employee Scholars* professional advancement; a board-approved program (Administrative Procedure 7135) providing tuition reimbursement to all employees seeking upward mobility within the district. This program has increased the percentage of faculty and staff earning higher level credentials, degrees, and/or certificates. *Note:* Elements of this program are now rooted in the State of Tennessee's so-called '*Drive for 55%*' recent proposal to create an endowment to increase degree earners in that state).

Appendix B.3

July 2012 to June 2013			
	Funding Source/Grant Name	Amount Awarded	Funding End Date
1	CCCCO Career Adv Academy WHC Coalinga 2/3	68,000	03/11-11/14
2	CCCCO Career Adv Academy WHC Lemoore 2/3	68,000	03/11-11/14
3	CCCCO Career Adv Academy WHC DO Project Mgt Eval 2/3	168,500	03/11-11/14
4	CCCCO Middle College High School 1/1	100,000	07/12-06/13
5	CCCCO Nurse Enrollment and Retention 3/4	254,987	07/10-06/14
6	CCCCO Teacher Prep 1/1	120,000	07/12-06/13
7	CCCCO Teacher Prep/ Second Renewal 1/2	90,000	11/12-10/13
8	CCCCO Transitions	98,778	06/12-07/13
9	CEPF Rockefeller Foundation Policy Grant 2/3	200,000	10/11-09/14
10	FCWIB All Youth One System - Region 7 6/6	354,214	07/08-06/13
11	FCWIB Coalinga One Stop/Adult 6/6	296,145	07/08-06/13
12	FCWIB Coalinga One Stop/Dislocated Workers 6/6	304,790	07/08-06/13
13	FCWIB Coalinga One Stop/Contract Education 1/1	225,000	07/12-06/13
14	National Science Foundation 3/5	120,000	07/10-06/13
15	OSHPD/ Song Brown Capitation Award 1/2	100,000	07/12-08/15/14
16	OSHPD/ Song Brown Special Projects Award 1/2	62,500	07/12-08/15/14
17	USDA NIFA Water & Natural Resources 2/2 No Cost Extension	71,832	8/14/12-05/15/13
18	U.S. Dept. of Education HEP 4/5	475,000	07/09-06/14
19	U.S. Dept. of Education Student Support Service OSB 3/5	282,244	09/10-08/15
20	U.S. Dept. of Education Upward Bound Classic WHC Coalinga 1/5	261,000	08/12-08/17
21	U.S. Dept. of Education Upward Bound Classic WHC Lemoore 1/5	262,500	08/12-08/17
22	U.S. Dept. of Education Upward Bound Classic WHC Lemoore 1/5	250,000	08/12-08/17
23	U.S. Dept. of Education UB Math&Science Lemoore 1/5	262,500	09/12-08/17
24	US DOL CBJT Collaborative State Center 3/3	216,709	10/10-06/13
25	US DOL TAACCCT Collaborative 11 Community Colleges 2/3	2,300,000	10/11-09/14
	Contracts		
1	Kings County CalWORKs Contract Year 4	176,500	
2	FRWIB Training Contract for Psych Tech (Modesto)	272,222	12/1/2012-11/2013
	Total	7,461,421	

July 2013 to June 2014			
	Funding Source/Grant Name	Amount Awarded	Funding End Date
1	CA Dept of Ed CDC Facilities Reef Sunset	18,560	June, 2014
2	Career Ladders Project Former Foster Youth	75,000	June, 2014
3	CCCCO Career Adv Academy WHC Coalinga 3/3	71,000	November, 2014
4	CCCCO Career Adv Academy WHC Lemoore 3/3	71,000	November, 2014
5	CCCCO Career Adv Academy WHC DO Project Mgt Eval	167,000	November, 2014
6	CCCCO CAA Phase III Coalinga 1/3	29,166	February, 2016
7	CCCCO CAA Phase III Lemoore 1/3	29,166	February, 2016
8	CCCCO CAA Phase III WHCCD 1/3	50,480	February, 2016
9	CCCCO Teacher Prep/ WHCL Second Renewal	120,000	June, 2014
10	CCCCO Middle College High School	99,000	June, 2014
11	CCCCO Nurse Enrollment and Retention 4/4	335,000	June, 2014
12	CCCCO CTE Transitions	88,050	June, 2014
13	CCCCO VTEA 1-C Career & Technical Education	234,585	June, 2014
14	CEPF Rockefeller Foundation Policy Grant 3/3	200,000	September, 2014
15	FCWIB All Youth One System - Region 7 1/5	350,000	June, 2018
16	FCWIB Coalinga One Stop/Adult 1/5	242,003	June, 2018
17	FCWIB Coalinga One Stop/ Dislocated Workers 1/5	277,126	June, 2018
18	National Science Foundation 4/5	120,000	June, 2015
19	OSHPD Song Brown Capitation Award 2/2	100,000	August 15, 2014
20	OSHPD Song Brown Special Projects Award 2/2	62,500	August 15, 2014

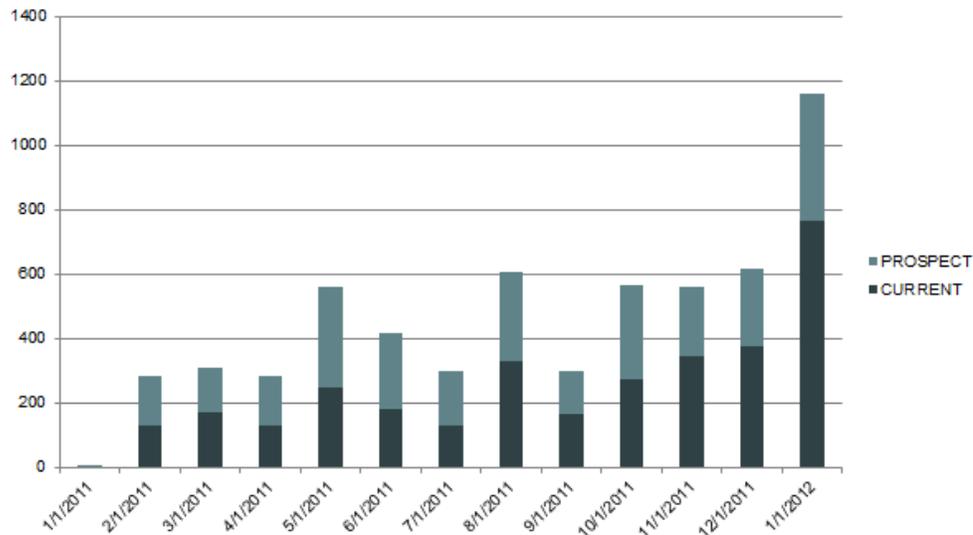
APPENDIX B

21	USDA FAS China Exchange	34,186	August, 2013
22	USDA FAS Macedonian CSU Fresno	1,500	August, 2013
23	U.S. Dept Educ Highschool Equivalency Pro HEP 5/5	467,896	June, 2014
24	U.S. Dept. of Education Student Support Service OSB	256,790	August, 2015
25	U.S. Dept of Education Title V WHC Coalinga	649,022	September, 2018
26	U.S. Dept.of Education Upward Bound Classic WHC	247,350	August, 2017
27	U.S. Dept. of Education Upward Bound Classic WHC	248,771	August, 2017
28	U.S. Dept. of Education Upward Bound Classic WHC	236,925	August, 2017
29	U.S. Dept. of Education UB Math&Science Lemoore	248,771	August, 2017
30	US DOL TAACCCT Collaborative 11 Community Colleges	2,300,000	September, 2014
31	US DOL CBJT Collaborative State Center roll-over ext.	99,799	June, 2014
	Contracts		
1	Kings County CalWORKs Contract Year 5	191,345	On-going
2	FRWIB Training Contract for Psych Tech (Modesto)	138,083	June, 2014
3	FRWIB Coalinga One Stop/Contract Education	225,000	June, 2014
4	FRWIB VEAP Partnership	55,000	June, 2014
	Total	8,140,074	

July 2014 to June 2015			
	Funding Source/Grant Name	Amount Awarded	Funding End Date
1	Arthur K. Rupe Foundation Nursing CNA	15,000	June, 2015
2	CCCCO Middle College High School	99,000	June, 2015
3	CCCCO CAA Phase III Coalinga 1/3	66,700	February, 2016
4	CCCCO CAA Phase III Lemoore 1/3	66,700	February, 2016
5	CCCCO CAA Phase III WHCCD 1/3	50,480	February, 2016
6	CCCCO Nurse Enrollment ADN	192,287	June, 2015
7	CCCCO Nurse Enrollment Augmentation	85,500	December 1, 2014
8	CCCCO CTE Transitions	86,538	June, 2015
9	CCCCO CTE Enhancement Funds WHCC	99,713	
10	CCCCO CTE Enhancement Funds WHCL	100,954	
11	CCCCO CTE Teacher Preparation Program	60,000	December 18, 2016
12	CCCCO Perkins 1-C VTEA	219,457	June, 2015
13	CA Career Pathways Trust WHCL	53,334	June, 2015
14	CA Career Pathways Trust WHCC	31,870	June, 2015
15	FCWIB All Youth One System - Region 7	345,872	June, 2018
16	FCWIB Coalinga One Stop/Adult	242,003	June, 2018
17	FCWIB Coalinga One Stop/ Dislocated Workers	277,126	June, 2018
18	FCWIB Prop 39 Craft Path Planning Grant	40,000	
19	Song Brown Special Projects	44,585	June, 2015
20	U.S. Dept. of Agriculture ACS WHCC 1/1	32,053	
21	U.S. Dept. of Education Student Support Service OSB	270,961	August, 2015
22	U.S. Dept. of Education Title V WHCC	649,939	June 30, 2018
23	U.S. Dept.of Education Upward Bound Classic WHCC 3/5	261,000	August, 2017
24	U.S. Dept. of Education Upward Bound Classic WHCL 3/5	262,500	August, 2016
25	U.S. Dept. of Education Upward Bound Classic WHCL 3/5	250,000	August, 2016
26	U.S. Dept. of Education Upward Bound Math&Sci WHCL	262,500	August, 2016
27	US DOL TAACCCT Collaborative 11 CC's 3/3	1,300,000	September 1, 2014
28	Walter S Johnson Foundation Foster Youth	30,000	
	Contracts		
1	Kings County CalWORKs Contract Year 6	191,945	June, 2015
	Total	5,688,017	

Appendix B.4

Academic Tracker Student Usage



Academic Tracker

WEST HILLS CCD
Academic Tracker Report
Report Date: 01/31/12

Student: [REDACTED]

Program: WHCL - Administration of Justice AST (AOJ.LAST)
 Catalog: 2011L
 Anticipated Completion Date:
 E-Mail Address: [REDACTED]@my.whccd.edu

Program Summary: [\(In Progress\)](#)

	Required	Current Earned	Current Remaining	Anticipated Additional	Anticipated Remaining
Institutional Credits:	12.00	83.50	0.00	19.00	0.00
Institutional GPA:		2.601**	Met*		
Overall Credits:	60.00	83.50	0.00	19.00	0.00
Overall GPA:	2.000	2.601**	Met*		

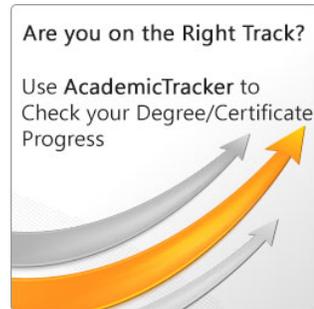
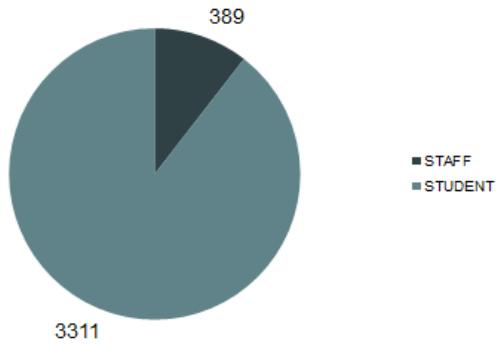
(*) Anticipates completion of in-progress and registered and planned courses
 (**) GPA does not include credits with pending repeats

Academic Tracker

Self-service degree audit tool
Live since January 2011



**Academic Tracker Reports
(September – December 2013)**



Appendix B.5

Units in Initial Fall Term

Since 2008-09, recent high school graduates have been enrolling in a greater number of units during their initial fall term¹, with an increasingly large percentage of students enrolling in 12 or more units.

During this time, the percentage of incoming high school graduates enrolling in 12 or more units during their first term has increased by 9 percentage points, with the largest gains being made in the proportion of students enrolling in 15 or more units.

Completion

Based on data from incoming high school graduates from 2008 through 2011, students enrolling full-time (in 12 or more units) during their initial fall term were much more likely to complete a

degree, certificate, or transfer within three years. Additionally, students enrolling in 15 or more units obtained a degree, certificate, or transfer at nearly twice the rate of those taking 12-14.9 units. This compares to a completion rate of less than 8% for students enrolled in fewer than 12 units.

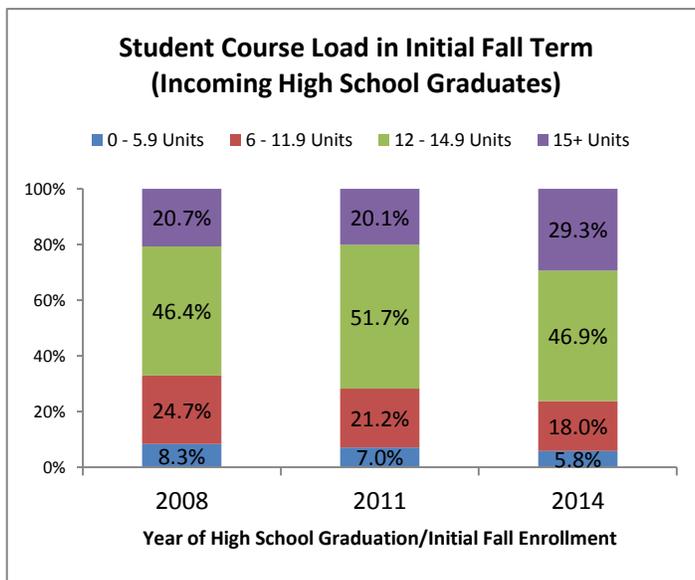
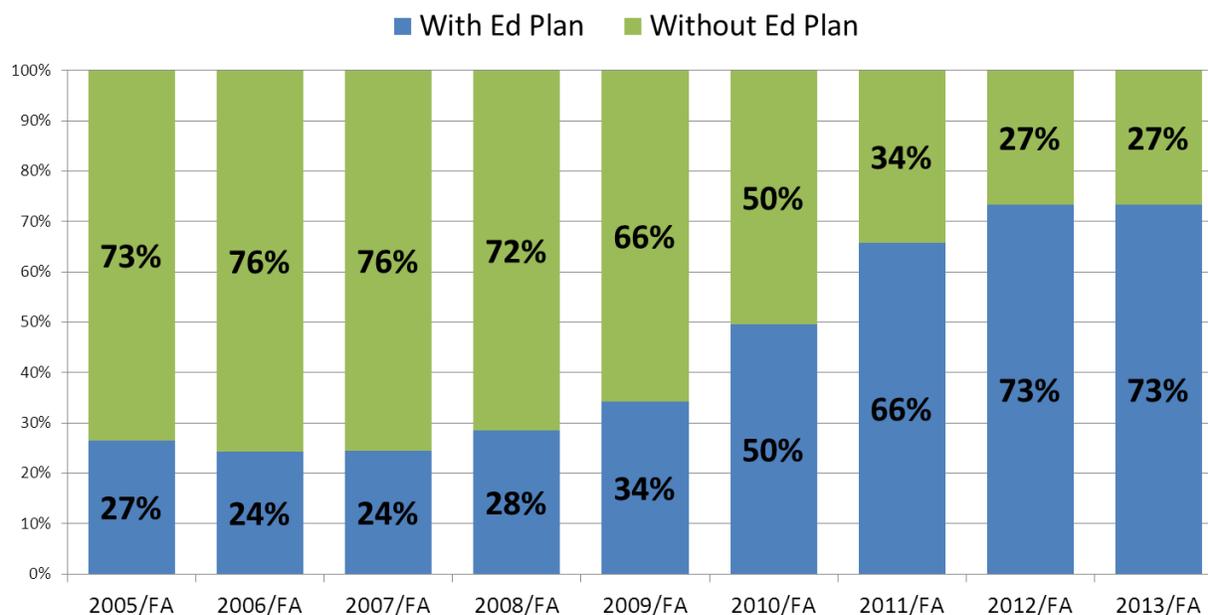


Figure 1 - The percentage of students enrolling full, time, particularly in 15 or more units has increased since fall 2008

Total Students Seeking Degrees, Certificates and/or Transfer With and Without Educational Plans



In response to the student educational plan effort, West Hills spent the fall of 2010 implementing *Academic Tracker*, a degree audit tool designed to evaluate completion of degrees and certificates to assist admissions and records (A&R) staff. In January 2011 we went live with academic tracker. In addition to the functionality for staff, the students were able to run academic tracker for their program of study in their *MyWestHills* student account. Students also have the ability to use the “*What if*” feature to see how their completed and in progress classes would apply to a different program in addition to their current program of study. Beginning with the 2011 spring semester, the registrar’s office has run academic tracker on the active programs of study for every enrolled student just after the census date for the term. The tracker reports identify students who have completed, or are pending completion of their program of study. The college counselors then contact those students to encourage them to complete the petition to graduate process. Since this process was implemented, there has been an increase in the number of certificates and degrees awarded each year despite a decrease in the overall number of students.

Appendix B.6

West Hills College Chief Instructional Officer (CIO) provided a breakout session at the fall 2014 CIO conference. In the week's following her presentation, West Hills College was contacted by four numerous community college districts representing eight community colleges, including Long Beach City College (single college district), MiraCosta College (single college district), Moorpark College (multi-college district), and Reedley College (multi-college district). West Hills requested letters of endorsement from these districts but were not received prior to the Awards application deadline.

Appendix B.7

Go slow to go fast. Taking the time to correlate graduation rates with things like grade-point averages, SAT scores, residency status, late registration, enrollment in remedial courses and in-class retention reveals a host of useful information. Helping students be successful means knowing who needs help, when and where. Is it preparation? Is it completing specific courses? Getting remedial help? Could financial aid help resolve competing work/family commitments? This analysis will lead to the right answers.

No surprises. Engage faculty. Asking those who work closest to the student to help decide what data are collected when makes abundant sense. We knew we had drop out problems, but to make improvements faculty needed an earlier distress signal than graduation or persistence rates. Following in-class retention numbers put faculty in the driver's seat to avert issues before they led to dropping out. Teams of staff were assigned to follow and support students throughout the semester. In-class retention **improved from 83 percent to 95 percent in six years**. Traditional struggling groups have also increased: both males and Hispanics increased course success rates by 10 percent.

Use the right data at the right time, routinely. The right indicators can help college leaders and professors better know and respond to their students at the right time, saving time and money. A recent *Inside Higher Education* article found that almost half of those dropping out finish a year of college with a GPA between 2.0 and 3.0. This data set slips under the radar, because it doesn't trigger any warning signs for students likely to drop out. It's a mystery worth solving if we plan to achieve the college completion levels that bring students and the nation greater economic opportunities. Listening to data is also not a "one and done" enterprise. Leadership should provide routine opportunities for faculty to use data. Too often in the day-to-day job of teaching there is no space made to engage with data. It should become as *routine* as a nurse repeatedly taking patient vital signs.

Ask the students. Understand the customer's journey and needs with student interviews, focus groups and other qualitative techniques. Information from ATD focus groups can be collected using any one of many online tools. It is an inexpensive and easy way to gather information.

Turn data fatigue into curiosity. When decision makers listen to what data are saying about students, they are in a better position to apply solutions that match the problem. In 2014, district Office of Institutional Research developed Research Abstracts, a periodic data e-magazine distributed to all West Hills College employees.

Appendix C.1

Notice of Final Approval

To: McCann Associates

From: Central California Community Colleges Committed to Change (C6)

Re: Final Approval of Placement Test Blueprints and Test Flows

This document represents formal approval by the Central California Community Colleges Committed to Change (C6) that the Placement Test blueprints and Test Flows provided by McCann Associates have been accepted and approved. Any additional changes requested after signature will require additional approvals and/or associated fees.

The approved blueprints are detailed below:

C6 Consortium Reading Placement Blueprint

Slot	Learning Objectives	Weights	N Items
Standard 1	Demonstrate understanding of the difference between denotation and connotation	Important	1
Standard 2	Identify the stated and implied main idea, and key details	Critical	4
Standard 3	Use and explain word analysis strategies to decode general-purpose vocabulary and some specialized/academic vocabulary	Essential	2
Standard 4	identify many of the rhetorical patterns, such as narrative, description, process, comparison/contrast, classification, and definition; Identify and use a variety of organizational patterns/rhetorical modes in the context of reading as well as in Writing;	Critical	3
Standard 5	Make valid inferences in a text	Essential	2
Standard 6	Evaluate the logic of a text	Essential	2
Standard 7	Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.	Essential	2
Standard 8	Summarize and paraphrase	Essential	2
Standard 9	Identify tone	Important	1
Standard 10	purpose and audience	Essential	2
Standard 11	Use context clues to discern meaning in difficult texts	Essential	2
Standard 12	Detects bias	Important	1
Standard 13	Distinguish fact from opinion in a text	Important	1
			25

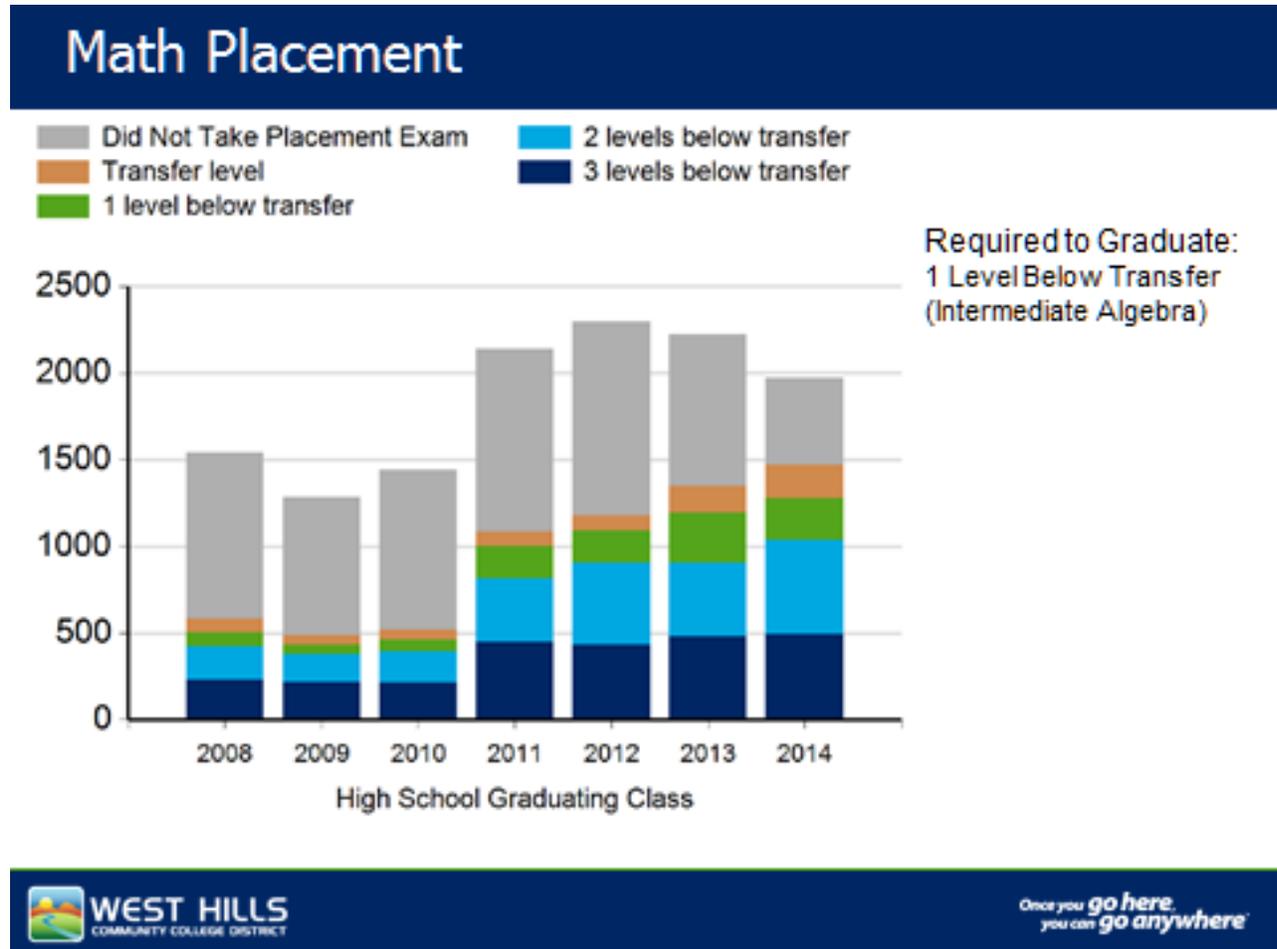
C6 Consortium Mathematics Placement Blueprint

Slot	Learning Objectives	Weighting	N Items
Standard 16	Solve linear equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.	Essential	2
Standard 17	Solve linear inequalities in one variable and graph the solution set on a number line.	Essential	2
Standard 18	Matches given linear equations to their graphs, tables, or ordered pairs.	Essential	2
Standard 19	Solve quadratic equations in one variable by factoring.	Essential	2
Standard 20	Solve literal equations for a specified variable	Essential	2
Standard 21	Define variables and write an expression to represent a quantity in a problem. Include contextual problems.	Essential	2
Standard 22	Applies the order-of-operations to evaluate algebraic expressions, including those with parentheses and exponents.	Essential	2
Standard 23	Factor polynomial expressions	Essential	2
Standard 27	Translate fluently between lines in the coordinate plane and their equations. Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.	Essential	2
Standard 28	Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.	Essential	2
Standard 30	Simplify algebraic expressions.	Essential	2
Standard 31	Write an equation of a line.	Essential	2
Standard 32	Perform operations on exponential expressions using the rules of exponents.	Essential	2
Standard 33	Solve rational algebraic equations.	Essential	2
Standard 34	Simplify radicals and radical expressions.	Essential	2
			30

Appendix C.2

Source: Closing the Gap Presentation from 9/30/14 meeting

Math placement levels of high school graduates applying to West Hills College.





Appendix C.3

Education Technology Profile Report

Name of Institution: West Hills Community College
City: Coalinga
State: CA
Date Survey Closed: 02/20/2014
Number of Respondents: 55

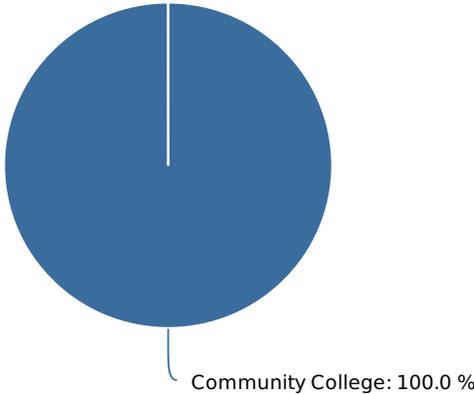
The survey that your faculty have just completed was designed to provide you with some general demographics of technology use and three key pieces of information:

- An overall profile of the levels at which faculty are using technology in their classrooms;
• The types of professional development that might best assist your faculty in enhancing their technology-based practice, broken down by tool groupings;
• The types of teaching-oriented professional activities that your faculty engage in outside the classroom, broken down by category.

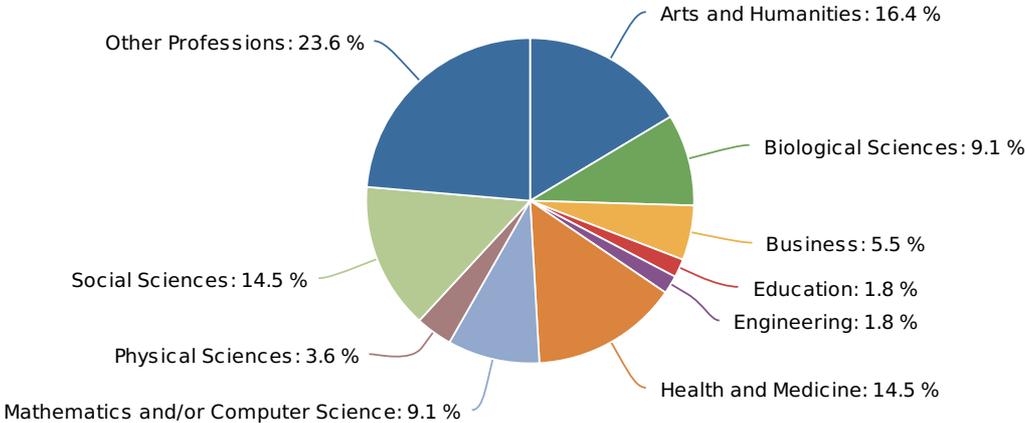
The information associated with this survey is only intended for informational purposes and for your internal use. Please do not distribute beyond the intended personnel within your institution.

General Technology Demographics

Instructional Level



Academic Area



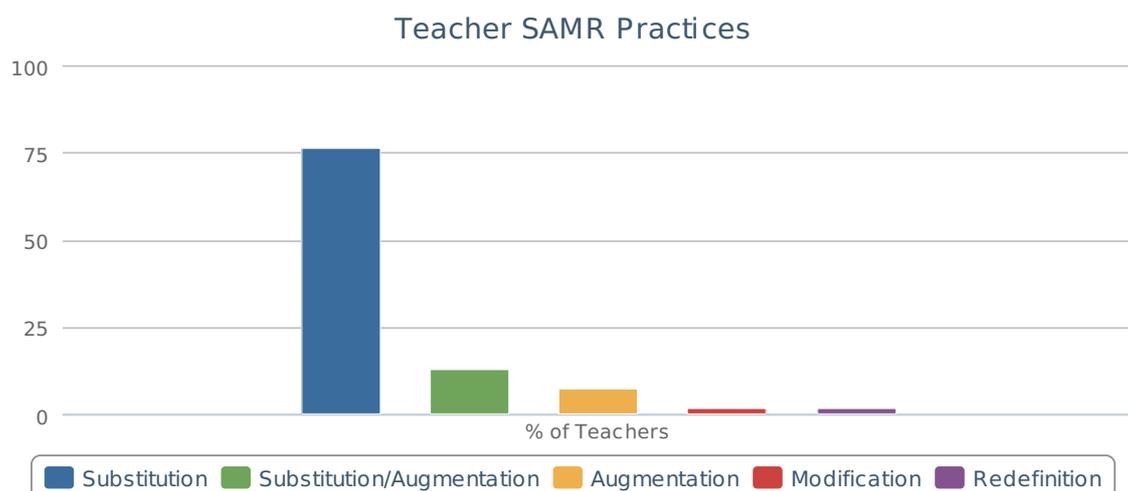
SAMR Analysis

The conclusions for the second section of the report are drawn from Dr. Ruben Puentedura's SAMR model, which outlines four tiers for the use of technology in the classroom:

- **Substitution:** The new technology is used as a direct substitute for an older tool, with no change in the tasks undertaken by students or how these tasks are accomplished using the new toolset. At this level, no noticeable improvements in student outcomes are recorded.
- **Augmentation:** The new technology substitutes for an older tool, with no change in the tasks undertaken by students. However, features of the new technology are used to improve how these tasks are carried out by students, such as by making the tasks easier or faster to accomplish or by providing additional features not previously available. At this level, small improvements in student outcomes are recorded.
- **Modification:** The tasks to be undertaken by students are significantly redesigned in order to achieve new educational goals. The redesign is made possible by features of the new technology, not available before. At this level, noticeable improvements in student outcomes are recorded.
- **Redefinition:** Older tasks are replaced in part or in whole by newer tasks in order to achieve previously unattainable educational goals. The new tasks are made possible by features of the new technology, not available before. At this level, strong improvements in student outcomes are recorded.

While a full determination of the habitual SAMR level of a teacher's practice requires classroom observation and conversations with both faculty and students, the current questionnaire has been found to be a good proxy. The scoring methodology was developed and refined in test survey sessions with Apple Distinguished Educators (ADEs) and validated by comparing scores to narrative answers given by the ADEs describing their classroom practice. The level of an individual teacher's practice might potentially be slightly higher or lower than predicted by the questionnaire; however, noticeable discrepancies between questionnaire results and described practice were only observed in fewer than 1% of the responses.

The overall percentages of SAMR practices by faculty in your school are as follows:



Communications (continued)		F14	S15	SUM15	F15	S16	SUM16	F16	S17
	Monthly Brown Bag Open Forum Meetings	X	X	X	X	X	X	X	X
	SharePoint Links, Resources Posted	X	X	X	X	X	X	X	X
	Marketing to Internal and External Publics	X	X	X	X	X			
	Marketing Initiatives Messaging	X	X			X			X
Professional Assessment Activities									
	Field SAMR Technology Survey	X	X		X	X		X	X
Teaching and Learning Redefinition									
	Faculty conversions to Keynote	X	X	X	X	X			
	ATD/DQP Objectives/Crosswalk		X	X	X	X	X	X	X
	Target/identify iPad sections/revisions	X							
	Revise iPad sections/submit curriculum		X						
	ENG/MATH and Title V discussion group		X	X	X	X			
	ID applicable 'gatekeeper' courses	X							
	Revise gatekeeper sections/submit curriculum		X						
Instructional Class Schedule									
	Identification of iPad sections		X						
	Integrated into Class Schedule			X	X	X	X	X	X
	Assessment of long term 'Apple student cohort' programs/sequence					X	X	X	X
Mobile Application(s)									
	Development and Debut of WHCCD Mobile Application	X							

	F14	S15	SUM15	F15	S16	SUM16	F16	S17
Administration								
Identification of Approved Apps and Related Faculty Resources	X							
Monthly Technical Advisory Team (TAT) Meetings	X	X	X	X	X	X	X	X
Weekly Technology <i>Pow Wow</i> with VC, AVCs	X	X	X	X	X	X	X	X
Partner/Apply with UC Merced for <i>Awards for Innovation</i> in Higher Ed	X							
Chancellor 'Why Now' external messaging w/ focus on Measure T	X							
Student Services								
Integration of Student Services Collaborations	X	X		X	X		X	X
Evaluate Integration Opportunities to Support Student Completion	X	X	X					
Students								
Integration of Student Leadership Feedback Group		X		X	X		X	X
Explore Cross Walk Convergence for Students and Faculty to Share Uses		X		X	x		X	X
Utilize CCCSE Survey Project Outcomes		X						X
iTUNES U portfolio courses developed by Students for in-class activities		X	X	X	X	X	X	X



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May 30, 2014

Dr. Carole Goldsmith
President
West Hills College Coalinga
300 Cherry Lane
Coalinga, CA 93210

Dear President Goldsmith:

It is with great pleasure I am writing to inform you that the West Hills College Coalinga Degree Qualifications Profile Project has been selected for Honorable Mention recognition. Your college has participated in a project sponsored by the ACCJC with funding by Lumina Foundation that began in April 2013. The project supported examination of selected aspects of degree-level student learning outcomes through the lens of the Degree Qualifications Profile. The project's purpose was to inform and enhance student learning outcomes and assessment, so as to facilitate improvements in college practices leading to increased student learning and achievement. The degree-level outcomes focus also provided a means for participating colleges to explore the meaning and value of their associate degrees, looking at the general education and major requirements, and institutional outcomes components together as part of a cohesive learning experience for students. Finally, the projects were to serve as models for consideration by interested others.

The selection of award recipients was based upon the evaluation of independent judges, along with recommendations from the other participating colleges. The judges considered strength of the project, significance and impact of the project on the institution, and whether replication of the work might benefit other colleges.

Three colleges received an Award of Excellence:

Shasta College
Kapi'olani Community College
Gavilan College

Three colleges received Honorable Mention recognition for their projects:

West Hills College Coalinga
Riverside City College
Grossmont College

Your college's project will be wrapping up soon with completion of a webinar presentation about the work. That presentation will be archived on the website of the National Institute for Learning Outcomes Assessment for

viewing by interested others. We want to thank you for your continuing support of student learning outcomes assessment practice at West Hills College Coalinga, and congratulate you for the accomplishments of faculty, staff, and administrators at your college who participated in the Degree Qualifications Profile Project.

Sincerely,

A handwritten signature in black ink, appearing to read 'KRJ', with a stylized flourish at the end.

Krista R. Johns
Vice President for Policy and Research

cc. Dr. Frank Gornick, Chancellor

MAR 7 C 2013

WHC Lemoore
RECEIVED

Appendix C.6



December 19, 2013

President Don Warkentin
West Hills College Lemoore
555 College Avenue,
Lemoore, CA 93245

PERSONAL AND CONFIDENTIAL

Dear President Warkentin:

On behalf of Achieving the Dream, Inc. (ATD), I am delighted to confirm that West Hills College Lemoore has been selected for participation in Achieving the Dream beginning this summer. Congratulations!

You should have received a copy of this letter by email last week; however, I want to share the following information with you in writing as well:

1. Until we advise differently, we ask that you temporarily refrain from publicizing your participation in Achieving the Dream. We will coordinate a joint announcement with you and the other 2014 cohort colleges in the coming weeks. The objective of this coordinated effort is to ensure message and language consistency about Achieving the Dream in all internal and external communications. Our Communications Manager, Lauren Lewis, will be in touch soon to provide further details. We need your full cooperation on this matter and thank you in advance for your help.
2. Your initial commitment to participate as an Achieving the Dream College is for three years. An invoice for your first-year installment, which is due on March 1, 2014, will soon be sent to the person noted on your application as your fiscal contact. The remaining two installments are due in March of the coming years.
3. Please anticipate phone calls soon from Byron McClenney, National Director of Coaching, to discuss your leadership coaching needs and from Rhonda Glover, National Director of Data Coaching, regarding data coaching. Based on those discussions your college will be assigned a leadership coach and a data coach who will participate in the Kickoff Institute and who will commence visits to your college in late summer/fall 2014.
4. Your institutional research office will receive communications in early 2014 regarding the National Database. JBL Associates, Inc. (JBLA) is the organization that manages the student cohort data collection for Achieving the Dream.
5. The 2014 ATD Kickoff Institute will occur June 16-19, 2014, at a venue TBD. When we are able to confirm venue details, you will receive instructions on how to register for the institute and how to make hotel reservations. Six team members are expected to attend, including the president, chief academic officer, head of student services, director of institutional research, public information officer, and a key faculty leader. The registration fee for these six attendees is included in your first year's participation fee. Your college will be responsible for covering travel costs for your team's participation in the Kickoff institute.

6. Your college is NOT required to attend DREAM 2014, ATD's annual institute on student success, scheduled for February 24-27, 2014, at Lake Buena Vista, FL, but you are welcome to send one or more persons if you wish to establish an early connection to the national ATD network. We anticipate 1,600 participants from more than 150 colleges in the ATD reform network. We also expect to have your coaching team identified by that time, making it possible for you to get acquainted in person if you choose to come to this event. Your college will be responsible for registration and travel costs for any participants in 2014. Please visit www.achievingthedream.org/dream2014 for registration and other details about DREAM. (Please note: Attendance at DREAM is optional in 2014 but is required in years 2015-2017 during your initial three-year engagement with ATD.)

If you have questions about next steps or about any other aspect of your entry in Achieving the Dream, please do not hesitate to contact us at info@achievingthedream.org.

Again, let me offer our congratulations as you join Achieving the Dream. We look forward to working with you and your institution and deeply appreciate the significant commitment you are making to improve student success at community colleges across the country.

Warmest regards,



Carol A. Lincoln
Senior Vice President
Achieving the Dream

**Associate Degree for Transfer (ADT) Status Summary
As of 11/24/14 in the CCC Curriculum Inventory**

APPENDIX C

Appendix C.7

College	ADT Target Certified to be Offered (Active) by Fall 2014*	ADTs Offered (Active)**	Total # ADTs Certified as In Development	% Target Achieved (Active)**	Administration of Justice	Anthropology	Art History	Business Administration	Communication Studies	Computer Science	Early Childhood Education	Elementary Teacher Education	English	Geography	Geology	History	Journalism	Kinesiology	Mathematics	Music	Physics	Political Science	Psychology	Sociology	Studio Arts	Theatre Arts	Agriculture Animal Sciences	Agriculture Business & Food Industry Management	Agriculture Plant Sciences	Economics	Philosophy	Spanish	ADTs Certified in a New Discipline for College (no AA/AS Offered)	ADTs Not Certified But College Offers AA/AS
					Administration of Justice	Anthropology	Art History	Business Administration	Communication Studies	Computer Science	Early Childhood Education	Elementary Teacher Education	English	Geography	Geology	History	Journalism	Kinesiology	Mathematics	Music	Physics	Political Science	Psychology	Sociology	Studio Arts	Theatre Arts	Agriculture Animal Sciences	Agriculture Business & Food Industry Management	Agriculture Plant Sciences	Economics	Philosophy	Spanish	ADTs Certified in a New Discipline for College (no AA/AS Offered)	ADTs Not Certified But College Offers AA/AS
Alameda, College of	9	9	0	100%																												1	3	
Allan Hancock	14	14	2	100%																												6	4	
American River	17	21	2	124%																											0	0		
Antelope Valley	18	19	0	106%																											12	0		
Bakersfield	20	21	1	105%																											17	0		
Barstow	9	2	7	22%																											2	0		
Berkeley City	6	14	0	233%																											7	0		
Butte	20	20	0	100%																											13	0		
Cabrillo	18	19	1	106%																											6	0		
Cañada	17	20	1	118%																											12	0		
Canyons, College of the	12	18	2	150%																											12	1		
Cerritos	20	22	2	110%																											5	0		
Cerro Coso Community	10	8	2	80%																											3	0		
Chabot	16	18	1	113%																											1	0		
Chaffey	19	19	2	100%																											3	1		
Citrus	13	15	0	115%																											9	1		
Coastline Community	8	8	1	100%																											7	0		
Columbia	10	10	0	100%																											4	5		
Contra Costa	16	10	7	63%																											1	0		
Copper Mountain	11	11	0	100%																											11	0		
Cosumnes River	17	16	1	94%																											3	2		
Crafton Hills	18	13	5	72%																											14	1		
Cuesta	19	21	0	111%																											9	1		
Cuyamaca	14	15	0	107%																											4	1		
Cypress	19	19	1	100%																											11	0		
DeAnza	12	9	3	75%																											6	4		
Desert, College of the	20	18	2	90%																											1	2		
Diablo Valley	19	20	0	105%																											12	0		
East Los Angeles	13	13	4	100%																											11	3		
El Camino	22	19	4	86%																											5	0		
Evergreen Valley	6	7	1	117%																											3	0		
Feather River	6	10	0	167%																											4	0		
Folsom Lake	14	11	3	79%																											3	0		
Foothill	17	18	2	106%																											0	0		
Fresno City	13	17	1	131%																											14	4		
Fullerton	22	20	3	91%																											2	0		
Gavilan	12	9	3	75%																											2	4		
Glendale Community	13	17	3	131%																											6	0		
Golden West	20	19	3	95%																											8	0		

LEGEND
 Blue = ADT Offered (Active), Gold = ADT In Development, Grey = ADT Not Planned
 *CCC target number to be offered (active) Fall 2014, certified on 1/31/13.
 **Includes active ADTs not in CCC target number (goal) certified on 1/31/13.

**Associate Degree for Transfer (ADT) Status Summary
As of 11/24/14 in the CCC Curriculum Inventory**

APPENDIX C

College	ADT Target Certified to be Offered (Active) by Fall 2014*	ADTs Offered (Active)**	Total # ADTs Certified as In Development	% Target Achieved (Active)**	Administration of Justice	Anthropology	Art History	Business Administration	Communication Studies	Computer Science	Early Childhood Education	Elementary Education	English	Geography	Geology	History	Journalism	Kinesiology	Mathematics	Music	Physics	Political Science	Psychology	Sociology	Studio Arts	Theatre Arts	Agriculture	Animal Sciences	Agriculture Business & Food Industry Management	Agriculture Plant Sciences	Economics	Philosophy	Spanish	ADTs Certified in a New Discipline for College (no AA/AS Offered)	ADTs Not Certified But College Offers AA/AS
Grossmont	14	14	0	100%																													3	0	
Hartnell	16	14	2	88%																													2	0	
Imperial Valley	14	14	0	100%																													3	1	
Irvine Valley	19	22	0	116%																													15	0	
Lake Tahoe Community	10	13	0	130%																													2	0	
Laney	10	10	2	100%																													7	0	
Las Positas	15	10	6	67%																													7	2	
Lassen	12	11	1	92%																													8	1	
Long Beach City	20	13	7	65%																													8	0	
Los Angeles City	15	6	9	40%																													6	0	
Los Angeles Harbor	11	9	3	82%																													4	2	
Los Angeles Mission	10	3	7	30%																													1	0	
Los Angeles Pierce	9	8	2	89%																													2	0	
Los Angeles Southwest	12	2	10	17%																													0	0	
Los Angeles Trade-Technical	4	5	0	125%																													4	0	
Los Angeles Valley	16	16	4	100%																													4	1	
Los Medanos	18	18	0	100%																													0	0	
Marin, College of	18	8	10	44%																													6	2	
Mendocino	16	17	1	106%																													5	1	
Merced	17	17	2	100%																													4	0	
Merritt	6	4	2	67%																													3	1	
MiraCosta	9	9	0	100%																													1	2	
Mission	16	16	1	100%																													14	0	
Modesto Junior	21	21	1	100%																													7	0	
Monterey Peninsula	18	14	4	78%																													0	0	
Moorpark	19	23	0	121%																													7	0	
Moreno Valley	14	14	3	100%																													14	1	
Mt. San Antonio	10	11	0	110%																													8	3	
Mt. San Jacinto	11	16	0	145%																													14	0	
Napa Valley	14	15	1	107%																													7	1	
Norco	10	12	1	120%																													9	1	
Ohlone	21	21	3	100%																													14	0	
Orange Coast	21	22	1	105%																													2	0	
Oxnard	14	15	2	107%																													4	0	
Palo Verde	5	5	0	100%																													2	0	
Palomar	12	11	2	92%																													2	3	
Pasadena City	17	17	0	100%																													13	0	
Porterville	8	7	2	88%																													3	0	
Redwoods, College of the	9	9	2	100%																													7	0	

LEGEND
 Blue = ADT Offered (Active), Gold = ADT In Development, Grey = ADT Not Planned
 *CCC target number to be offered (active) Fall 2014, certified on 1/31/13.
 **Includes active ADTs not in CCC target number (goal) certified on 1/31/13.

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					Administration of Justice	Anthropology	Art History	Business Administration	Communication Studies	Computer Science	Early Childhood Education	Elementary Teacher Education	English	Geography	Geology	History	Journalism	Kinesiology	Mathematics	Music	Physics	Political Science	Psychology	Sociology	Studio Arts	Theatre Arts	Agriculture Animal Sciences	Agriculture Business & Food Industry Management	Agriculture Plant Sciences	Economics	Philosophy	Spanish	ADTs Certified in a New Discipline for College (no AA/AS Offered)	ADTs Not Certified But College Offers AA/AS
Reedley	11	12	2	109%																												7	0	
Rio Hondo	16	18	0	113%																												10	1	
Riverside City	17	17	3	100%																												14	0	
Sacramento City	21	22	1	105%																												4	0	
Saddleback	19	19	0	100%																												0	0	
San Bernardino Valley	12	14	1	117%																												5	3	
San Diego City	16	16	1	100%																												6	0	
San Diego Mesa	16	16	0	100%																												3	0	
San Diego Miramar	11	15	0	136%																												8	0	
San Francisco, City College of	13	16	1	123%																												9	2	
San Joaquin Delta	16	16	2	100%																												6	0	
San Jose City	7	8	0	114%																												4	3	
San Mateo, College of	14	12	2	86%																												5	1	
Santa Ana	22	22	1	100%																												5	0	
Santa Barbara City	22	18	6	82%																												0	0	
Santa Monica	13	7	6	54%																												3	2	
Santa Rosa Junior	20	20	3	100%																												0	0	
Santiago Canyon	15	18	0	120%																												2	1	
Sequoias, College of the	9	11	2	122%																												1	5	
Shasta	10	13	1	130%																												7	2	
Sierra	17	23	0	135%																												7	2	
Siskiyou, College of the	13	8	5	62%																												2	2	
Skyline	16	13	4	81%																												7	0	
Solano	16	15	2	94%																												1	1	
Southwestern	19	18	4	95%																												2	1	
Taft	10	10	0	100%																												0	0	
Ventura	13	16	0	123%																												11	1	
Victor Valley	14	8	6	57%																												10	0	
West Hills - Coalinga	8	9	1	113%																												2	0	
West Hills - Lemoore	12	12	3	100%																												4	2	
West Los Angeles	13	15	2	115%																												2	0	
West Valley	18	22	0	122%																												1	0	
Woodland Community	10	10	0	100%																												0	0	
Yuba	15	8	7	53%																												4	0	
TOTAL	1604	1578	227	98%	80	60	58	92	98	20	87	26	87	45	45	83	31	69	102	40	66	73	98	90	79	56	0	0	0	15	40	38	624	88
Total # CSUs with Similar Majors					16	22	20	22	21	15	17	21	22	19	15	22	10	18	21	20	20	22	21	22	20	21	2	4	3	16	20	21		
Total # CSUs with Same Major					20	22	20	23	22	22	20	21	22	20	19	22	18	21	22	22	21	22	22	22	21	21	4	5	4	16	20	22		

LEGEND
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 **Includes active ADTs not in CCC target number (goal) certified on 1/31/13.

APPENDIX D

Not Applicable

Appendix E.1

Source: Closing the Gap Presentation from 9/30/14 meeting

The tables below were presented at a gathering of college and high school representatives in September 2014. The data presented here highlight the importance of the Closing the Gap project in shortening time to completion. Student completion (degree, certificate, or transfer) is essentially delayed one year for every level of remediation required.

Completion Rates by Placement Level

High School Grads, 2008-2010	Cumulative Completion Rates		
English Placement	2 Years	3 Years (Cumulative)	4 Years (Cumulative)
2 levels below transfer	2.7%	13.1%	20.4%
1 level below transfer	8.8%	20.5%	26.9%
Transfer level (AA/AS Requirement)	19.3%	34.0%	41.3%

Math Placement	2 Years	3 Years (Cumulative)	4 Years (Cumulative)
3 levels below transfer	3.6%	9.5%	16.5%
2 levels below transfer	9.8%	24.9%	33.1%
1 level below transfer (AA/AS Requirement)	10.8%	35.1%	40.5%
Transfer level	33.3%	52.9%	63.7%

Based on Feeder HS graduates from 2008-2010 who took WHCCD placement exams and enrolled in the fall term following high school graduation.

Appendix E.2

Number of units to completion is based on cohort students' (see appendix H for cohort definitions) units completed when a degree or general education certificate was awarded, or when the student first transferred to a four-year institution. Average units earned at the time of completion were then compared for students who completed one or more of the outcomes listed above in two years or less versus students who completed in more than two years.

Appendix F.1

**VISION FOR GREATNESS AT
WEST HILLS COLLEGE**

Our salvation will be hard work, not Sacramento. Our success lies in our willingness to do things differently, not the same old way. Our greatness will be in how we honor one another for our differences and honestly confront our faults. We will develop new traditions, keeping ties to our proud history. We will grow as professionals who know the value of learning. Our colleagues will identify us as leaders in our profession because we are student centered and that we care for one another.

We will measure our success by the success of our students. The quality of their life and the lives of the people they care for will be better because of our work. We are in the business of making a difference because we are learners.

Frank Gornick
January 7, 1994

Appendix F.2



2014 Public and Private Policy Series

Essential Elements For the Future of the San Joaquin Valley Outcomes Abstract

www.essentialelementsseries.com

Background

The plight of the Central Valley has made national and international headlines, yet local and regional political voices are not widely heard beyond the Valley. Coalitions of willing partners who can help amplify local perspectives and “put a face on” Central Valley issues are vital to future problem-solving around water, energy, and trade/logistics industries. The local, regional and statewide efforts to successfully transition and thrive in the face of a new set of environmental circumstances present a laboratory from which the world can benefit. It is within this rubric that West Hills Community College District created *Essential Elements for the Future of the San Joaquin Valley*, a three-part public and private policy series held in 2014. The initial series focused on Water followed in June with Energy and concluded in November with trade, logistics and exports. More information regarding the series can be found at www.essentialelementsseries.com. The series attracted more than 300 opinion leaders, valley stakeholders, businesses, state cabinet leaders, and educational leaders. Outcomes Action reports and aggregated trends from multiple panel discussions were also published that frame the required actions and alliances to broker solutions to these regional challenges.

Based on the contributions of speakers and solicited input from participants, the best case for the future of the Central Valley will require:

- Creative thinking from the public policy sector;
- Putting a “face” on the Valley and individual lives affected, emphasizing the continuing drought, pending fracking legislation, and burgeoning trade and logistics sectors in the seven county region known as the San Joaquin Valley;
- Accessing and employing the most effective tools from science, engineering and technology to responsibly advance technological applications;
- Building coalitions to ensure adequate resources and investment in the Central Valley during what is likely to be a dramatic transition period, and ;
- Focusing locally on training and retaining that will help boost opportunities for employment and contribute to an improved quality of life as the region continues its transformation to a progressively more sustainable future.

The contributing role of education to all of these areas will be of paramount importance during what is expected to be a period of accelerated change. West Hills, in concert with other influential organizations and other educational institutions, must provide leadership in developing Career and Technical Education programs and preparing the people of the Central Valley to take advantage of emerging opportunities in order to successfully prevail during what, for many individuals, will be a personally challenging period of adjustment.

Overview

It is important to amplify the voices of the Valley, articulate and communicate shared values and build new alliances in order to meet one another as people—not as sectors or silos. Learning one other’s stories is preparation for the work and the decisions that lie ahead. We need to think, learn and be together and understand that we’re not changing “it”—we’re changing “us.” Coordinating the many “moving parts” will require time and dedicated effort. The reality is that most partner organizations and supportive individuals have little or no time to contribute to managing the success of the collective effort. Verbal, philosophical endorsements are easy, while commitments leading to heroic efforts dedicated to ultimate success are harder to come by.

A collective effort must be made to construct a compelling story that outlines the agricultural and human value represented by the Central Valley. The Valley and its vigorous agricultural communities are capable of adapting to worldwide markets and to the water, energy, and trade resources likely to be available in the next decade.

The sometimes fierce policy debates engage organizations of all stripes, public and private, state and federal, research and advocacy; some with broad-based concerns, others with narrowly-defined interests driven by constituent or statutory imperatives. The West Hills Community College District, by virtue of its mission, vision and demonstrated history of service to a major portion of the Central Valley has a reputation as a neutral, but effective convener. The District has an established track record in bringing together disparate groups to address important issues including farming for the future, career and vocational training for the West Side and coordination of higher education efforts through a consortium of some 28 colleges and universities in the Valley.

Recommendation

Having set the stage for action, continued leadership will be required. For this effort the District is prepared to:

- Focus people’s attention through continuous communication, community awareness, advocacy, and public education efforts;
- Reiterate the sense of urgency;
- Apply pressure to key stakeholders without overwhelming them; and,
- Frame issues in a way that presents opportunities, particularly those relating to training, retraining, and ongoing professional development that emphasize the latest, most effective approaches to sustainable agriculture and beneficial advances in related technical fields.

Appendix F.3

EXECUTIVE SUMMARY

“CHARTING THE COURSE FOR THE SAN JOAQUIN VALLEY’S ECONOMIC FUTURE”

PROJECT OVERVIEW

In August 2011, the Office of Community and Economic Development (OCED), California State University, Fresno received an Economic Adjustment grant from the Economic Development Administration (EDA), U.S. Department of Commerce, to prepare a valley-wide industry cluster analysis and a regional strategy – Action Plan – to catalyze the growth of priority clusters. They have been prepared for OCED on behalf of the California Partnership for the San Joaquin Valley (Partnership). The Project’s goal is to support improved regional economic performance, sustainability, and shared opportunity for Valley residents, businesses and communities.

The Partnership is an unprecedented public-private sector partnership between the Valley and the state of California. It was created in 2005 to address the Valley’s persistent economic, environmental and social challenges and disparities compared to other regions in the state and nationally, while acknowledging the statewide and national significance of the Valley, and changing the pathway for its economic future and overall well-being.

As part of its charge, in 2006 Partnership leaders prepared a Strategic Action Proposal (SAP), *The San Joaquin Valley, California’s 21st Century Opportunity*. OCED serves as the Secretariat for the Partnership and manages the SAP through the “New Valley” program, through which ten Work Groups were created to develop and implement the New Valley’s first five year action plans (2006-2011). Most of the Work Groups are led by OCED partner organizations at the regional level. OCED also manages or supports many other synergistic programs, aligning university resources with Valley initiatives and leveraging state, federal, philanthropic and other resources on behalf of regional and local initiatives. The Cluster Action Plan provides recommendations for the New Valley’s next stage. According to Corwin Harper, Partnership Deputy Chair, Senior Vice President, Kaiser Permanente Central Valley, and co-convenor for one of the project’s Health and Wellness Cluster meetings, “This is an opportunity to achieve big outcomes for the Valley, focusing on the key few “big things” the Partnership can do, where the Valley has a regional competitive advantage.”

THE NEED FOR A REGIONAL CLUSTER UPDATE

Clusters are geographic concentrations of firms and industries that do business with each other and have common needs for talent, technology, and infrastructure. According to EDA, Regional Innovation Clusters (RIC) are a proven way to create jobs and grow the economy. They benefit from a well-developed regional strategy that leverages core regional strengths.

The Valley has been a leader in cluster-based strategies, starting with *The Economic Future of the San Joaquin Valley* report in 2000 and the Fresno Regional Jobs Initiative (RJI) in 2003. The RJI resulted in the creation of 12 clusters. Building upon these efforts, the SAP identified five regional clusters of

opportunity for focused action: agribusiness, health and medical, manufacturing, renewable energy, and supply chain management and logistics. These clusters reflected shared priorities across the Valley and sectors where the region’s comparative advantage was considered to be strong or emerging.

The clusters have been a touchstone for the work of the New Valley, in particular for the economic development, education and workforce development partners who serve as champions for several of the New Valley Work Groups. Much progress has been made in terms of regional collaboration around demand-driven cluster and sector strategies. However, a valley-wide regional cluster analysis had not been prepared since 2004, and updated “market intelligence” was needed to help guide the next stage of the New Valley cluster implementation.

CAPTURING THE “VALUE CHAIN”
FOR THE SAN JOAQUIN VALLEY ECONOMY



Appendix G.1

**WEST HILLS COLLEGE DISTRICT
INSTRUCTIONAL CALENDAR
2014-2015**

2014 SUMMER SESSIONS

May 27 – August 13, 2014 Instruction Begins/Ends

July 4 Independence Day Observed

2014 FALL SEMESTER

August 13	W	Professional Dev Day, No Classes
August 14	Th	Faculty Flex Day, No Classes
August 15	F	Professional Dev Day, No Classes
August 18	M	Instruction Begins
September 1	M	Labor Day, No Classes
October 17	F	Last Day to Petition to Graduate
October 20	M	Second 9-week Classes Begin
November 10	M	Veteran's Day Observed, No Classes
November 14	F	Last Day to Withdraw with a W
November 27-28	Th-F	Thanksgiving, No Classes
December 15-19	M-F	Finals Week
December 19	F	End of Fall Semester
Total Instructional Days: 87		

2015 SPRING SEMESTER

January 7	W	Professional Dev Day, No Classes
January 8	Th	Faculty Flex Day, No Classes
January 9	F	Professional Dev Day, No Classes
January 12	M	Instruction Begins
January 19	M	Martin Luther King Day, No Classes
February 6	F	Lincoln's Day Observed, No Classes
February 16	M	Washington's Day Observed, No Classes
March 13	F	Last Day to Petition to Graduate
March 16	M	Second 9-week Classes Begin
March 30 – April 3	M-F	Spring Recess
April 17	F	Last Day to Withdraw with a W
May 18-22	M-F	Finals Week
May 21	Th	Lemoore Commencement
May 22	F	Coalinga Commencement
May 22	F	End of Spring Semester

Total Instructional Days: 88

Approved by the Board of Trustees:

BOARD OF TRUSTEES REPORT

Information Item Prepared by:
Dr. Stuart Van Horn, Vice Chancellor of Educational Services and Workforce Development

September 22, 2014 WHCCD Board of Trustees



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DISTRICT 9900 Gody Street, Coalinga, CA 93210 (800) 266-1114 www.westhillscollge.com
COALINGA 300 Cherry Lane, Coalinga, CA 93210 (559) 934-2000 www.westhillscollge.com/coalinga
LEMOORE 555 College Ave., Lemoore, CA 93245 (559) 925-3000 www.westhillscollge.com/lemoore

New Money, New Expectations, New Metrics

Overall, greater populations of high need served receive greater resources	Requires accountability goals w/ target rates w/ implications for weighted funding allocations in the future	And, formula/allocation released 9/3/14
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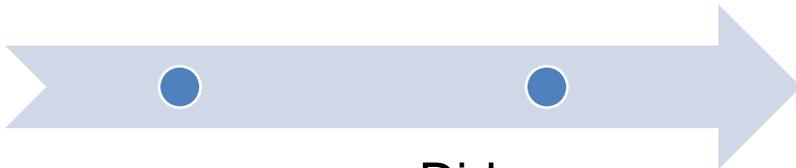
Student Equity Funding Formula (final)

Factor	Formula	Weight
1	Annual FTEs	40%
2	High Need Students	25%
3	Ed Attainment of Residential Zip Code	10%
4	Participation Rate	5%
5	Poverty Rate	18%
6	Unemployment Rate	2%



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Did we see
a gain?



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Student Equity Funding Allocation

Funding Factor	West Hills Allocation	Statewide Allocation	% of total state funds received by WHCCD
FTES 2012-13	\$123,907	\$27,600,000	0.45%
Pell Grant: Data Mart Headcount 2012-13	\$117,406	\$17,250,000	0.68%
Educational Attainment By Zip Code: Some College No Degree	\$70,547	\$6,900,000	1.02%
Community Participation: Rate Per 1,000 Ages 18-24	\$10,604	\$3,450,000	0.31%
SES Status: Household Income Less Than \$25,000	\$99,625	\$12,420,000	0.80%
Unemployment Rate	\$9,018	\$1,380,000	0.65%
Total	\$431,107	\$69,000,000	0.62%



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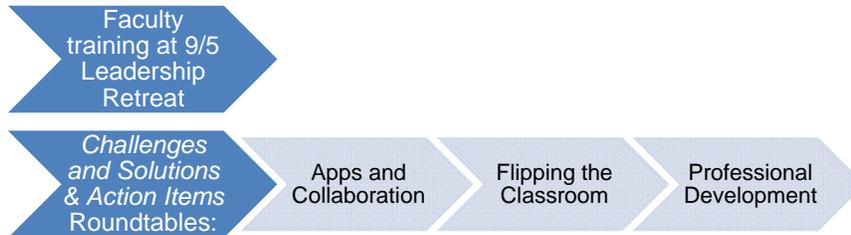
Baccalaureate Degree Task Force

Governor has until September 30 to sign it into law, veto it, or do nothing and allow it to become law



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Apple iPad Initiative - Faculty



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Apple iPad Initiative - Students

ipad@whccd.edu



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2014 Public/Private Policy Series
Essential Elements for the future of the San Joaquin Valley

 Trading Partners: Export Evolution, Logistics and Valley Economic Development

 November 6, 2014
8:15 a .m. – 6:00 p.m.

 Harris Ranch Inn/Conference Center



essential elements

www.essentialelementsseries.com

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50/50



CTE Enhancement Fund

Innovation in Higher Education

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Westside Institute of Technology

Contract training not for credit

New internal portal

External web brand management

Infusion of experienced staff

Area of emphasis in 2014-15

Board policy and business accounting

Promising early results

Appendix H.1

Data specifications and Methodology for Evaluation Cohorts and Indicators

First-Time Student Cohorts

Evaluation data is based on student cohorts. Each cohort consists of first-time students enrolled in the fall semester for a given year.

For the purposes of these cohorts a student is considered first-time if:

The student graduated from a feeder high school in the previous spring and enrolled in the subsequent fall term OR the student enrolled in fall or summer and fall of the academic year, with no prior transcribed units with the exception of units earned while enrolled as a high school special admit student.

Outcome Measures

Enrolled in 30 Units in First Year - Percentage of students from the cohort who enrolled in 30 or more units during the cohort's initial academic year (summer, fall, and spring).

Completion of 30 Units in First Year - Percentage of students from the cohort who successfully completed (grade of C or better) 30 or more units during the cohort's initial academic year.

Enrolled in 30 Units in Second Year - Percentage of students from the cohort who enrolled in 30 or more units during the cohort's second academic year.

Completion of 30 Units in Second Year - Percentage of students from the cohort who successfully completed (grade of C or better) 30 or more units during the cohort's second academic year.

Transfer-Related Completion in 2 Years - Percentage of students from the cohort completing one or more of the following transfer-related completion outcomes within two years of the cohort's start. Outcomes are:

Completion of an associate's degree

Completion of a general education certificate. These certificates of achievement are awarded by West Hills College Coalinga for completion of all IGETC or CSU GE requirements.

Achieved transfer –ready status as defined by the California Community College Chancellor's Office Student Success Scorecard: completion 60 CSU or UC transferrable units with a GPA of 2.0 or higher.

Transfer to a four-year institution after completion of 12 or more units at West Hills Community College District. (first enrollment at four-year institution must be during fall of the cohort's third year or earlier). Based on transfer data from the National Student Clearinghouse.

Completion of Bachelor's Degree in Four Years - Completion of a Bachelor's Degree (or higher) within four years of the cohort's start. A student must have completed a minimum of 12 units at WHCCD to be counted for this indicator. Based on transfer data from the National Student Clearinghouse.

Appendix H.2

An analysis of the rates of bachelor's degree completion among first time students showed that rate of completion rose by over 400% when extending the completion window from 4 years to 8 years. The four to six year time period saw the most graduates

For students' fifth through eighth years, annual completion rates were between 1.27% and 2.11%, resulting in an overall completion rate of 8.66% after eight years, as opposed to the four-year completion rate of only 1.84%.

First-Time Students, fall 2001 through fall 2006

	Time to Completion of Bachelor's Degree							
	0-1 years	1-2 years	2-3 years	3-4 years	4-5 years	5-6 years	6-7 years	7-8 years
Bachelor's Degree Completion Rate	0.05%	0.11%	0.41%	1.27%	2.11%	1.91%	1.52%	1.27%
Cumulative Completion Rate	0.05%	0.16%	0.57%	1.84%	3.96%	5.87%	7.39%	8.66%

Appendix H.3

Presentation slides from WHCCD Professional Development Day, August 13, 2014

Areas of Disproportionate Impact for WHC Coalinga and WHC Lemoore, as identified in 2014 Student Equity Plans

WHC Coalinga – Areas of Disproportionate Impact							
	Access	Course Completion	ESL/Basic Skills			Degree Completion	Transfer
			English	Math	ESL		
Male	X			X	X		
Female							
White							
Hispanic	X						
African American			X	X		X	
Less than 20							
20-24			X			X	
25-49	X		X	X			X
DSPS	X		X	X			X
Not DSPS							
Economically Disadvantaged							
Not Economically Disadvantaged		X		X			

WHC Lemoore – Areas of Disproportionate Impact							
	Access	Course Completion	ESL/Basic Skills			Degree Completion	Transfer
			English	Math	ESL		
Male	X				X		
Female							
White							
Hispanic							
African American			X			X	
Less than 20							
20-24							X
25-49	X						X
DSPS	X		X	X			X
Not DSPS							
Economically Disadvantaged							
Not Economically Disadvantaged		X		X			



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Appendix H.4

ATD Underperforming/
underrepresented groups

	Ethnicity	Age	Gender	DSPS	Economic Disadvantage
Persistence*	African American Asian Pacific Islander	20+		Not DSPS	Not ED
Success**	African American American Indian Hispanic Pacific Islander			DSPS	
GPA	African American Hispanic			DSPS	
Math Placement***	African American	20+	Male		ED
English Placement***	African American Hispanic	20+	Male		ED

*1st x students

**1st term

***Lower placed less likely to get out

Success Group: Placement into MATH 63

Appendix H.5

$$\text{Subpopulation \% Improvement} = 5\% * \frac{\text{Cohort Average Rate}}{\text{Subpopulation Rate}}$$

Example: Suppose a sub-population has a rate of enrolling in 30 units of 25%, and the cohort average for this indicator is 33%. Based on the above calculation, that subpopulation would have a minimum target growth rate of 6.6%:

$$5\% * \frac{33\%}{25\%} = 6.6\% \text{ target improvement rate}$$

Fall 2013 Cohort
 Examples of Subpopulation Targets for Evaluation Measures 1 & 2

Age Group	N=	% of Population	1. Enrolled in 30 Units in First Year			2. Completion of 30 Units in First Year		
			Goal Improvement Rate	Goal	Goal	Goal Improvement Rate	Goal	
19 and under	1124	12.10%	23.00%	3.88%	23.89%	8.50%	4.36%	8.87%
20-24	393	9.10%	10.40%	8.58%	11.29%	4.30%	8.62%	4.67%
25-29	211	7.70%	11.40%	7.82%	12.29%	8.10%	4.57%	8.47%
30-49	218	7.50%	11.00%	8.11%	11.89%	6.90%	5.37%	7.27%
50+	38	8%	15.80%	5.65%	16.69%	5.30%	6.99%	5.67%
Overall	38		17.84%	5.00%	18.73%	7.41%	5.00%	7.78%

APPENDIX H

Ethnicity	N=	% of Population	1. Enrolled in 30 Units in First Year			2. Completion of 30 Units in First Year		
			Goal Improvement Rate	Goal		Goal Improvement Rate	Goal	
African-American	151	7.6%	13.20%	6.76%	14.09%	3.30%	11.23%	3.67%
American Indian/ Alaskan Native	11	0.6%	36.40%	2.45%	37.29%	18.20%	2.04%	18.57%
Asian	64	3.2%	23.40%	3.81%	24.29%	14.10%	2.63%	14.47%
Filipino	63	3.2%	27.00%	3.30%	27.89%	12.70%	2.92%	13.07%
Hispanic	1,156	58.3%	16.20%	5.51%	17.09%	5.70%	6.50%	6.07%
Pacific Islander	5	0.3%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Two or More Races	69	3.5%	21.70%	4.11%	22.59%	11.60%	3.19%	11.97%
Unknown/Declined to State	33	1.7%	30.30%	2.94%	31.19%	15.20%	2.44%	15.57%
White Non-Hispanic	432	21.8%	19.90%	4.48%	20.79%	10.20%	3.63%	10.57%
Overall	1,984		17.84%	5.00%	18.73%	7.41%	5.00%	7.78%