



WEST HILLS COLLEGE
COALINGA

Student Equity and
Achievement Plan
Executive Summary
2019-2023

EXECUTIVE SUMMARY

West Hills College Coalinga (WHCC) is committed to student learning and success. The development of the Student Equity and Achievement Plan, hereafter SEAP, allowed for the college to engage in college-wide integrated planning activities that promote access and successful outcomes for all students. West Hills College Coalinga's strategic planning sessions with stakeholders from all departments, including community members and students, along with the college's mission and goals, and the California Community College Chancellor's Office (CCCCO) Vision for Success, guided the development of five overarching goals that define the college's commitment to student equity and achievement.

West Hills College Coalinga Mission Statement

Success Criteria

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

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

West Hills College Coalinga Goals

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

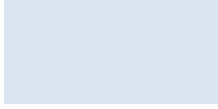
Table 2. Overall Population Goals and Activities

Overall Population Goals	Baseline Data	Goals	
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Overall Population Goals	Baseline Data	Goals	Percent Change	Activities that support the goal
				<ul style="list-style-type: none"> - College Days Events - Strategic Community Engagement - President Scholars Gatherings at feeder high schools - WHCC Orientation at feeder high schools, prisons, and community locations. —discuss priority reg. components - Adult Education Community Advisory Board - Priority Reg. follow-up visits at middle schools, feeder high schools, prisons, and community locations.
Retention: Fall to Spring	2137	2275	+6.46%	<ul style="list-style-type: none"> - Civitas Early Alert - Basic Tips for Success workshop - Time Management and Stress Management workshop - Counseling and Mental Health Services - Academic/Progress and Probation Follow-up - Study-A-Thons - Tutoring/SI Leaders - Extended Service Hours
Transfer to a four-year institution	370	500	+35.14%	<ul style="list-style-type: none"> - Transfer Day - CSU/UC/Private Reps on campus /presentations - CSU and UC transfer application workshops - Library Collection- building for transfer materials

Overall Population Goals	Baseline Data	Goals	Percent Change	Activities that support the goal
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Table 3, Disproportionate Impacted (DI) Student Groups Goals and Activities.



Goal: Enrollment	DI Student Group	Baseline	Goal	Percent Change	Activities
	White Female	151	201	+33.11%	<ul style="list-style-type: none"> - Time Management workshop - Stress Management workshop - Canvas Workshops - Counseling - Food Pantry Referrals - Student Success Team: Academic Progress and Probation Follow-up -

Goal: Enrollment	DI Student Group	Baseline	Goal	Percent Change	- Activities
Transfer to four year university	Disabled Females	7	10	+42.86%	<ul style="list-style-type: none"> - College Transfer Days - Four-Year University Tours (CSU, UC, Private Universities) - UC/CSU Counselor/Advisor Conference - Connection with 4-Year University Access Programs. - Personal Statement Workshops - Guest Speaker Presentations at Hispanic Culture Awareness Activities - UC/CSU 1-1 Representative Meetings & Application Workshops - Create a pathway for part time/returning adult students - shorter terms, year-round enrollment, and consistent time blocks - March Women’s Month Events and Guest Speakers - Collaboration with Disability Studet brelBDC /6

Activities

AB 705, Multiple Measures, and Co-Requisite Courses. The College has developed Non-credit English and math support courses for transfer-level English and math classes. These courses include embedded

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

College Days. College Days will be conducted every fall and spring at the college's main campus and at the North District Center for all entering first-time college students. College Days will focus on three main goals. First, introducing all students to the campus and their Student Success Team. Second, introducing and pre-enrolling students to support programs that can

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Summary of Student Equity Progress

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

Table 4. Student Equity Goals and Outcomes

1. Access: Increase access to Hispanic/Latino, males and students with disabilities by 2-5% by 2018.

1. A. Number of Hispanic students enrolled has increased from 2,338 (61.2% of student population) in 2014-15 to 3,817 in 2017-18 (71.95% of student population).

Number of male students has increased from 1,537 in 2014-15 to 2,153 in 2017-18, which demonstrates a slight increase from 61.2% (917/1500) to 71.95% (2153/3000).

2. Course Completion: Increase course completion rate for African American students, Foster Youth and students with disabilities by 3% annually.

3. ESL and Basic Skills Completion: Increase basic skills completion rates for both male and female students, African American students and students with disabilities by 3-5% annually.

2017-2019 Integrated Plan Goals Progress

Table 5

Goal	Activities in each program that serve the goal listed			Progress
	SSSP	Student Equity	BSI	
			implement a state or national co-requisite model for accelerated math to increase completion of transfer level math.	A self-placement guide with calculator facilitates the process for all students beginning 2019-2020.

2. Access, ESL/Basic Skills, Degree & Certificate Completion:

Increase access for the non-traditional population including re-entry students, adult learners, dual enrollment students, and prison population.

Expand core services for prison population and other off-site programs.

Continue strong partnership with city, county, local school districts, and AEBG Consortium to serve at-risk population and returning adult learners as evident by AEBG programs and services.

Expand ESL course offerings to communities in service area with a bridge to credit bearing English courses.

Expand ESL course offerings to communities in service area with a bridge to credit bearing English courses.

Complete. Course offerings were organized within the prison program and off-campus sites, such as dual enrollment programs with set pathways in Business, Agriculture Science, and Industrial Mechanics.

Student onboarding and support has been strategically enhanced and refined, specific for off-site locations.

Non-credit ESL certificate was created.

Non-credit U.S. Citizenship courses and certificate was developed in spring 2018 and offered in 2018-2019

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

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

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

Future and Ongoing Initiatives Supporting the Student Equity and Achievement Plan

Guided Pathways. The Guided Pathways Committee has been aligned within the Student Success Committee. Its work directly links with supporting all the goals within SEAP. Similar to equity-related categorical programs, its budget and plan is fully vetted within SSC to ensure alignment and support of equity and achievement. The Guided Pathways Committee is Suc0.51nhea -0. ()2-6 (a

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

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

Summary

The Student Success committee has worked with members from all constituent groups on campus to develop the Student Equity and Achievement Plan. The goals and activities of our 2019-22 Student Equity and Achievement Plan align with West Hills College Coalinga's mission, campus goals, and support the Vision for Success goalsP

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Positions Funded through SEAP

Instructional Support

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

Research, Technical, & Budget

- Information Integration Specialist

Student Services & Support

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

Counseling & Advising

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