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Student Equity and
Achievement Plan and

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2019-2022

EXECUTIVE SUMMARY

INTRODUCTION

West Hills College Lemoore plays a critical role in providing opportunities for students in Kings County and parts of Fresno and Tulare County. The vast majority, over 60% of the students, are low income students and most are first in their family to attend college. As a college located in a rural region of California it serves a diverse population of students. The college addresses the opportunity to increase student achievement gaps with the following metrics: Access to successful enrollment, retention from fall to spring transfer rate of students to a four year institution, successful completion of transfer English and math within the first year and vision goal completion.

COLLEGE MISSION AND VISION

Mission: West Hills College Lemoore serves a diverse community of students with affordable, accessible, relevant, and rigorous education. The college commits itself to student learning and achievement by providing quality courses that lead to certificate, associate degrees, transfer, and career pathways.

Vision: West Hills College Lemoore is committed to the relentless pursuit of student success.

PROCESS AND SCHEDULE

Progress on each of the metrics will be made on an ongoing basis through direct communication with the Integrated Student Success Committee (ISSC). The college has established a standing committee of the Planning and Governance Council (PGC) that oversees and reviews all strategic planning efforts by the college. The main goal of the ISSC is to ensure student achievement through the use of data and use of planning documents which inform the decision process. The ISSC is scheduled to meet every second Friday of each month (September-May) and Achievement program. The data team will monitor the level of the identified disproportionately impacted groups and provide a report at the end of each academic year to the Planning and Governance Committee.

The Student Equity Plan will be integrated with institutional goals. A pivotal strategy to address a clear path toward achieving campus goals is the implementation of guided pathways. A critical goal of guided pathways is to increase the rate at which underrepresented groups of students complete academic goals and achieve a degree, certificate or credential.

All activities outlined within the Student Equity plan align with guided pathways, known at the college as the Strong framework. Metrics for the Student Equity Plan are connected within the “Strong Framework”. Faculty, staff and administrators collaborate to develop programs and activities aimed at closing the achievement gap for students. An example of campus staff working together is through participation in professional development aimed at finding way to improve the guided pathways efforts on campus. These include several cohorts of faculty (along with staff and admin) attending regional Leading from the Middle conferences, creation of academic and vocational pathways including pathways for completion of transfer level English and Math within one year, expansion of Associate degrees for transfer to provide clear pathway for transfer student.

West Hills College Lemoore (WHCL) is committed to the relentless pursuit of student success. This commitment has lead us to become active participants in America’s largest network of community colleges Achieving The Dream (ATD). We seek to identify, understand, and address systemic inequities within higher education to increase social and economic mobility for all students and families. Through a data driven approach, ATD has allowed WHCL to make institutional changes targeting inequities for students. As an example, as of today, May 2, 2019, nearly 50% of our course sections have ZERO costs in text and Open Educational Resources (OER). ATD has provided us with the necessary framework to address these inequities; tools such as our, now institutionalized, Data Team.

SUCCESS CRITERIA COORDINATION ACROSS STUDENT EQUITY RELATED PROGRAMS

The overarching framework for all activities and programs is the Strong framework (guided pathways) mentioned above. Categorical programs are included within this framework and historically they have served as a model for most of the initiatives now taking place across college. The high contact case management approach to providing services leading to student success has been effective in addressing their student population whom also are identified as disproportionately impacted (DI) groups.

The use of technology has made the coordination of services provided to students more targeted and intentional. The college is now using Civitas Inspire for advisors to monitor student success metrics such as persistence, log outreach to students and to increase communication across campus programs. This includes faculty, staff and administration.

The Integrated Student Success Committee meets on a monthly basis to review data, progress made on activities, and make recommendations on improvements or adjustments needed.

Programs represented in the Integrated Student Success Committed include the Open Educational Resources (OER), Student Equity, Achieving the Dream, Title IX, and Student Support Program (PASS) and

STUDENT EQUITY AND GUIDED PATHWAYS (STRONG FRAMEWORK)

A critical goal of guided pathways is to increase the rate at which underrepresented groups of students complete academic goals and achieve a degree, certificate or credential. Faculty, staff and administrators collaborate to develop programs and activities aimed at closing the achievement gap for students. All activities outlined within the Student Equity plan with guided pathways, also known at the college as the Strong framework. Metrics for the Student Equity Plan also are connected within the Strong Framework. Staff collaborate through participation in professional development aimed at finding ways to improve the guided pathways efforts on campus. Examples of such collaboration include several staff (along with staff and admin) attending regional Leadership in the Middle conferences, creation of academic and vocational pathways including pathways for completion of transfer level

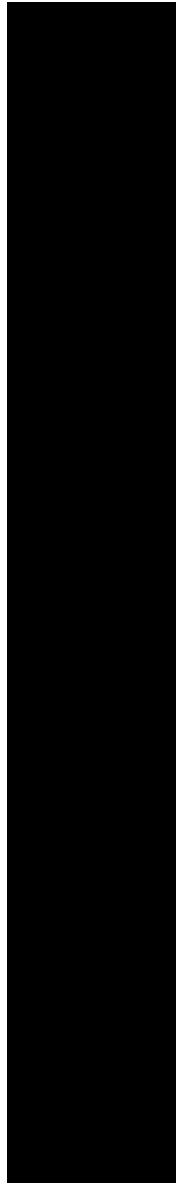
students in the denominator are displayed in each table. The baseline year, in accordance with the California Community College Chancellors Office (CCCCO) guidance is 2017, with the exception of the Transfer to Four-Year institution metric which will use 2016 as the baseline data.

Two methodologies were applied to determine disproportionate impact for Transferred to Four-Year and Attained Vision Goal Completion metrics. The Proportionality Index (PI) calculates if there were fewer students in an outcome group than in the starting group. For PI, substantive DI is found when the PI index is 0.80 or less. The percentage point gap (PPG) method was applied to determine

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	Student Population	Student Population		
Access: Successful Enrollment in the Same College	3417	4204	23%	<ol style="list-style-type: none"> 1. Offer Interdisciplinary courses (IS 002) focusing on career planning during student's senior year of HS. 2. College Promotion: continue to engage students at our local feeder schools by promoting academic and non-academic aspects of the college through college

				<p>13. Book lending library for non-OER course and emergency fund for veterans</p> <p>14. Summer bootcamp/book-to-book program for veterans</p> <p>15. Technology Committee review of campus technology project to meet accessibility for DI student population</p> <p>16. Training to assist students, staff and faculty how to use current technology available and maximize use.</p> <p>17. Ensure College website is student friendly and program pages are easy to navigate.</p> <p>18.</p>
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15. Mental Health & Wellness events for

Table 4.0- Access: Successful Enrollment at The Same Community College

College Goal Baseline	College Goal	DI Student Group	# in 2016 17 (Total Student in Category)	Expected # in 2021-22	% Increase
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ACTIVITIES FOR DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Table 5.0- Activities that support Disproportionately Impacted (DI) student groups	
Metric	Activities
Access: Successful Enrollment in The Same College	<ol style="list-style-type: none"> 1. Offer Interdisciplinary courses (IS 002) focusing on career planning during student's senior year of HS, with an added focus on DI groups. 2. College Promotion continue to engage students at our local feeder schools by promoting academic and non-academic aspects of the college through college and career fairs, classroom presentations and through other group or individual activities. 3. Pre-enrollment services assist students in the enrollment process from the time they apply to the college to the time they register for their courses. 4. Communication Plans (Nudges)

<p>Transfer to a Four-Year Institution</p>	<ol style="list-style-type: none"> 1. Develop Finish Strong activities promoting completion of courses 2. Transfer Center/Transfer Culture 3. Stay Strong Case management 4. Pathways to four-year institutions 5. Associate Degrees for Transfer (ADTs) 6. Interdisciplinary Studies career planning course (Get Strong) 7. Transfer Planning class 8. Wear college-shirts on transfer day 9. Transportation to 4yer (Amtrak) 10. Financial planning for 4-year 11. Non-academic support (Stay Strong) 12. Campus Tours to Colleges 13. (OER) Increase number of ZTC D Pathways for transfer, (AST) <p>Transfer workshops events specific to veterans (how to get connected with VRCs, transfer GI Bill, veteran clubs/organizations at the universities)</p>
<p>Completion of Transfer Level Math and English within the District in First Year</p>	<ol style="list-style-type: none"> 1. Offer corequisite courses to assist students in completing college level courses 2. Stat pathway 3. Get Strong Registration 4. Professional development for faculty 5. Classroom redesign/culturally relevant and engaging instruction for DI groups 6. High school partnerships 7. Promote math as being a fun subject. 8. Ask ISSC to disaggregate math vs. English 9. (OER) Use of OER in course design to allow for contextualization by faculty
<p>Attained the Vision of Goal Completion (Earned credit certificate or associate degree within 3 years)</p>	<ol style="list-style-type: none"> 1. (OER) Increase focus on OER adoption in courses 2. (OER) Increase number of ZTC D Pathways for transfer, (AST) and certificates over 18 units. 3. Pathways 4. Civitas Inspire for Advisors case management 5. Success team advising 6. Schedule Transfer Fairs 7. Student events (on and off campus) 8. Success teams transfer counseling (ADTs) 9. Connection to Career 10. Continue to auto award degrees and certificates 11. Expand dual enrollment to provide more opportunities to start programs while in high school

1000's Funds

For the period including fiscal years 2015-2018, the college expended \$261,550 in the 1000 fund category. These funds were allocated to salaries for the equity coordinator, a portion for each of the dean of students, associate dean of categorical programs and dean of educational services.

2000's Funds

For the period including fiscal years 2015-2018, the college expended \$460,683 in the 2000 fund category. These funds were allocated to classified staff that support the program through advising, tutor training and support, success mentors and variety of other academic supports. They also supported the program by funding our supplemental instructors in support of basic skills English and math courses.

3000 Funds

For the period including fiscal years 2015-2018, the college expended \$296,240 in the 3000 fund category. These funds were allocated to benefits for all staff wholly paid by the program and commensurate to their level effort.

4000 Funds

For the period including fiscal years 2015-2018, the college expended \$1,108.03 in the 4000 fund category. These funds were allocated to cover supplies for events and to purchased materials to support college activities related to access improvement.

5000 Funds

For the period including years 2015-2018, the college expended \$30,909.97 in the 5000 fund category. These funds were allocated to conference travel for faculty and administration. It was also allocated to student travel to events such as leadership training through the

2016-2017 Student Equity Funds Expended		
1000 (Academic Salaries)	93,239.48	66,562.22
2000 (Classified and Other Nonacademic Salaries)	158,263.77	158,263.77
3000 (Employee Benefits)	97,808.38	97,808.38
4000 (Supplies and Materials)	7,657.89	6,681.91
5000 (Other Operating Expense and Services)	64,119.48	64,119.48
Total	421,089.00	393,435.76

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2017-2018 Student Equity Funds Expended

