



MIDTERM REPORT



Submitted by:

West Hills College Lemoore

555 College Ave.

Lemoore, CA 93245

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Certification of the Midterm Report

Date: 03/01/2021

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Association

From: Kristin Clark, Ed.D.
President/CEO
West Hills College Lemoore
555 College Ave.
Lemoore, CA 93245

I certify that there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

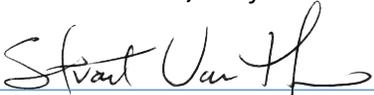
 _____ Dr. Kristin Clark, Chief Executive Officer	02/18/2021 (Date)
 _____ Dr. Stuart Van Horn, Chancellor	02/16/2021 (Date)
 _____ Mark McKean, Chairperson Governing Board	02/16/2021 (Date)
 _____ James Preston, Accreditation Liaison Officer/Chief Instructional Officer	2/18/2021 (Date)
 _____ Rene Paredes, Academic Senate President	2/18/2021 (Date)
 _____ Sheryl Shortnacy, CSEA Representative	2/19/2021 (Date)

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4. Report Preparation:

This section describes the process used to prepare the 2021 Midterm Report and identifies the individuals who were involved in the preparation of the document. The process for developing the 2021 Midterm Report was a similar approach that West Hills College Lemoore (WHCL) utilized for the 2019 Follow-Up Report. The Midterm Report was drafted by the Accreditation Liaison Officer (ALO) in collaboration with a writing team that was formed in consultation with the Program and Accreditation Review (PAR) committee. The PAR Committee meets monthly and is responsible for the work of program review and accreditation at the college. The writing team included the following individuals who worked with college administration, faculty, and staff to gather key information and evidence.

Name	Title
Elmer Aguilar	Dean of Student Services
Amber Avitia	Administrative Assistant
Callie Branan	Coordinator of Special Grants
Kristin Clark	President
Kris Costa	Dean of Career and Technical Education (CTE)
Kyle Crider	District Director of Institutional Research
Val Garcia	VP of Student Services
Andrea Picchi	Associate Dean of Athletics, Kinesiology, and PE
James Preston	VP of Educational Services/ALO
Kurt Sterling	Biology Faculty
Amber Tidwell	GED/English Faculty/Outcomes and Assessment Committee Chair

Throughout the process of writing the midterm, regular updates were provided to the West Hills Community College District Board of Trustees (WHCCD BOT) during board meetings and planning retreats. Various drafts of the midterm were also shared with the college's Planning and Governance Council (PGC), the College's primary participatory governance committee, which allowed for input and feedback throughout the process. The Midterm Report was shared widely during the Fall 2020 semester with the review and approval listed below:

Group	Date	Evidence
Leadership Retreat Update	01/17/2020	RP.01 , RP.02
Academic Senate	11/16/2020	RP.03
PGC 1 st Reading	11/18/2020	RP.04
PGC 2 nd Reading	12/9/2020	RP.05
WHCCD BOT 1 st Reading	01/29/2021	RP.06
WHCCD BOT 2 nd Reading	02/16/2021	RP.07

5. Plans Arising from Self-Evaluation Process

The following action items were highlighted as project goals in the Quality Focus Essay (QFE) as part of West Hills College Lemoore’s 2017 Institutional Self-Evaluation Report. Within the QFE, these plans and goals were initially set with a very ambitious timeline (all planned for the 2016-17 academic year). During the College’s site visit, it was determined that goals would take additional time to complete, with the Evaluation Team Report commenting:

“Additionally, we found the college was open and honest about areas where improvement is needed, as evidenced by the topics in the Quality Focus Essay—Enhance the use of data, outcomes, and assessment for continuous improvement, resource allocation, and strategic planning, as well as to improve communication. We concur with the need for the college to strengthen in these areas and have offered suggestions toward their efforts, particularly the need to revisit the timeline for accomplishing the anticipated outcomes” ([PA.01](#))

These plans, endorsed by the visiting team as key priorities in Improvement Recommendation #1, have remained top priorities for West Hills College Lemoore, with considerable time, effort, and progress made toward meeting these goals since spring 2017.

These actions are summarized in the table below, and are described in more depth throughout this report, particularly in conjunction with Recommendations 1 and 2 as well as in section 6C: Report on the outcomes of the Quality Focus Projects.

QFE Action Project I: Enhance the Use of Data, Outcomes, and Assessment for Continuous Improvement, Resource Allocation, and Strategic Planning			
<i>Project Plans</i>	<i>Progress to Date</i>	<i>Future Plans</i>	<i>Timeline/Responsible Party</i>
Analyze Institutional Effectiveness and Program Review Committee (IEPRC) roles and responsibilities	Fundamental changes in roles of Program Accreditation Review Committee (PAR), Institutional Effectiveness and Student Success Committee (IESSC), and Outcomes and Assessment Committee (OAC) to enhance the use of data, outcomes and assessment for continuous improvement and resource allocation.	Assess effectiveness of new committee structures; assess effectiveness of cycles for Service Area Outcomes (SAO) and Institutional Student Learning Outcomes (ISLO)	Completed with ongoing assessment cycle for all three committees.
Identify ways to better align resource allocation with program review and outcomes	Resource requests and allocation have been integrated directly into the Program Review process through the Elumen platform. The Budget Area	Continuous review and evaluation of the Budget Allocation Committee and the BAC process	Completed with ongoing assessment of the process.

QFE Action Project I: Enhance the Use of Data, Outcomes, and Assessment for Continuous Improvement, Resource Allocation, and Strategic Planning			
<i>Project Plans</i>	<i>Progress to Date</i>	<i>Future Plans</i>	<i>Timeline/Responsible Party</i>
	Committee has established a revised budget cycle that includes a rubric for prioritization tied back to the program review process.		
Facilities Planning and Resource Allocation	Facilities planning is performed by the Facilities and Safety Committee and connects directly to the Facilities Master Plan (FMP). Recent room renovations for the “next generation classroom” and repurposing of space for Career Technical Education (CTE) courses are examples of resource allocation and strategic planning around both the Educational Master Plan (EMP) and the Facilities Master Plan (FMP).	Mid-cycle review of the Facilities Master Plan	Completed with ongoing assessment of FMP by the Facilities and Safety Committee.

QFE Action Project II: Improve Internal and External Communications			
<i>Project Plans</i>	<i>Progress to Date</i>	<i>Future Plans</i>	<i>Timeline/Responsible Party</i>
Communications audit	The college intended to do a formal communications audit when the QFE was written in 2017. The college instead used the governance process to analyze and solicit recommendations for improving communication.	N/A	N/A
Diagnose and analyze communication networks	The college dialogue around the topic of diagnosing and analyzing communication networks led to the development of WHCL Communication Guidelines. The Planning and Governance Manual	Revisit Communication Guidelines bi-annually as part of the regular assessment of committee effectiveness which takes place bi-annually	Spring 2021 and Spring 2023/ Planning and Governance Council (PGC)

	<p>provides an internal communication guideline that outlines the various methods of communication within the college. The guidelines for communication were developed in consultation with participatory governance committees and with the West Hills College Lemoore Academic Senate during the 2018-19 academic year. The guidelines list tools for communication and include whether it is a one-way or two-way communication tool or a repository/storage.</p> <p>(QFE.AP2.01)</p>		
<p>Implement Communication Strategy</p>	<p>The college has implemented a variety of new tools and revised a variety of previous communication methods as a strategy to improve communication within the college, with the district office, and with community stakeholders. Strategies include the following that are further detailed in Section 6C of the midterm report:</p> <ul style="list-style-type: none"> • Implementation of Civitas Inspire platform • Communication events with high school and community partners • Implementation of College Hour for key committee work 	<p>Ongoing revision of communicate strategies including portal redesign and implementation</p>	<p>Spring 2021/Director of Marketing</p>

	<ul style="list-style-type: none"> • Decentralization of marketing and communication platforms • Implementation of Microsoft Teams for college communication 		
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6.A Response to Recommendations for Improvement

College Recommendation #1 (Improvement)

In order to improve effectiveness, the team recommends that the College continue to strengthen institutional capacity to analyze data for: continuous improvement; resource allocation and planning; and to effectively address the goals and achieve the anticipated outcomes defined in the Quality Focus Essay. (Standards I.A.2, I.B.1, I.B.3, I.B.5, I.B.6, III.D.2, IV.A.3, IV.A.6, IV.B.3, IV.D.6)

Response

Extensive work has been completed since the 2017 accreditation team visit to address this college improvement recommendation. The work done to effectively address the goals defined in the Quality Focus Essay are addressed in Section 6C, while the list below represents actions that strengthened the institutional capacity to analyze data for continuous improvement, resource allocation, and planning:

- **Case Management Utilizing Civitas Inspire Platform:** The college has been implementing a platform for comprehensive case management for the last three years. Civitas Inspire is an intelligence platform which presents predictive analytic data by student, by cohort, by affinity group, and by other customizable groups. The platform allows the entire campus to view the same data, for a more personalized and strategic action on student outcomes and retention. Through this process, the college has “democratized” the data and given access to all faculty, staff, and administrators. Previously, this data was only available to counselors and advisors. The case management approach has allowed for a more holistic and collaborative approach to supporting students. The real-time data, which comes from the Canvas Learning Management System (LMS) and additional personal entry translates into Civitas’ predictive analytics, leads to the direct support that students need, when they need it. Civitas’ Inspire platform has become an integral part of how the college integrates counseling, advising, support, and instruction for students. ([6A.CR1.01](#))
- **Completion/CARE Teams:** Student Services redesigned support for students to include “completion teams” which were recently re-named to CARE Teams (Concern, Assess, Remedy, Evaluation). The CARE teams are organized around the learning areas and affinity groups for the college and each team includes a Data Coach. The coach compiles and organizes data relative to the learning area’s students for analysis by the team. Some of the metrics that these Data Coaches measure include course success, retention, persistence, completion, and predictive

analytics using Civitas Inspire. Additionally, the Career and Technical Education (CTE) CARE team reviewed and disaggregated data related to employment, work-based learning, and career readiness. ([6A.CR1.02](#), [6A.CR1.03](#))

- **Data Analysis Integrated into the Planning and Governance Committee (PGC):** The Planning and Governance Committee (PGC) is the primary shared governance committee for the college. PGC has program review presentations that include data analysis and resource allocation requests as a standing item on the PGC agenda. Additionally, PGC has built in regular reports from a variety of other shared governance committees and regular analysis of data and outcomes built into the fall and spring annual agenda items. ([6A.CR1.04](#))
- **Data Dashboards:** The district's Office of Accreditation, Research, Institutional Effectiveness, and Planning developed data dashboards via Tableau for analysis as follows: Course Success and Completion, Faculty Course Success Dashboard, Subsequent Course Outcomes, Guided Pathways, Cohort Momentum Metrics, Completer Data, and Institutional Support. ([6A.CR1.05](#))
- **Data Dashboard Training:** In order to improve effectiveness for data analysis, districtwide data trainings were developed through the lens of the end user. WHCCD's Office of Accreditation, Research, Institutional Effectiveness, and Planning scheduled a series of Tableau Dashboard Trainings throughout the Fall 2019 semester. These trainings focused on course success data, guided pathways, and program review and covered six different data dashboards. To reach the widest possible audience each training was offered twice. All trainings were conducted via Zoom, recorded, and made available to others for review. ([6A.CR1.06](#), [6A.CR1.07](#))
- **Eagle Vision Planning:** The Eagle Vision Planning retreat takes place every other fall semester and includes participation and input from faculty, students, staff, administrators, and community partners. The purpose of the retreat is to review and discuss data elements in an effort to improve planning and decision-making at the college through on-going assessment and continuous improvement. The input and feedback collected during Eagle Vision Planning serve as a foundation for the College's goals and mission statement and is shared with the Institutional Effectiveness and Student Success Committee (IESSC) for their action, review, and follow-up. ([6A.CR1.08](#), [6A.CR1.09](#), [6A.CR1.10](#))
- **Enrollment Huddles:** The college has implemented 30-minute meetings (huddles) that take place every other Monday during key enrollment periods to present and analyze data related to enrollment, success, persistence, and other key areas. The E-Huddle group is a blend of instructional services, student services, and district staff which allows for data analysis, problem-solving, and implementation of actions to address key areas of enrollment management. ([6A.CR1.11](#))
- **Institutional Research (IR) Integration into Key Committees:** A representative from the District Institutional Research Office is a standing member of the Institutional Effectiveness and Student Success (IESSC) committee. In this capacity, district IR provides regular reports on topics of interest including student equity, college-level English and math throughput, guided pathways,

and institutional goals. While not a standing member of the Planning and Governance Council (PGC), the District Director of Accreditation, Research, Institutional Effectiveness, and Planning attends PGC several times a year, reporting on items in the committee's annual agenda including: review of institution-set standards and stretch goals; review of Vision for Success Goals and college KPIs; review of WHCCD Committee Communication and Effectiveness Survey; and preparation and planning for Eagle Vision Planning session (strategic planning). The district institutional research office also has a representative that sits on the Program Accreditation Review (PAR) Committee which is the committee primarily responsible for program review and accreditation. ([6A.CR1.12](#))

District Recommendation #1

In order to increase effectiveness, the team recommends that the district update the evaluation instrument of academic administrators to formally and consistently include the use of results of learning outcomes assessment to improve teaching and learning. (III.A.6)

Response

This recommendation is no longer applicable since ACCJC acted to delete Standard III.A.6 at its January 2018 Board of Directors meeting. ([6A.DR1.01](#))

College Recommendation #2 (Improvement)

In order to increase effectiveness, the Team recommends that the college develop and implement a coherent integrated model that clearly connects the use of data, outcomes, and assessment to planning and resource allocation to effect improvements. (Standards I.B.1, I.B.2, I.B.4, I.B.5, I.B.8, ER 11)

Response

Extensive work has been completed since the 2017 accreditation team visit to address this college improvement recommendation. The list below represents actions that led to a coherent integrated model that clearly connects the use of data, outcomes, and assessment to planning and resource allocation to effect improvements:

- **The Program and Accreditation Review (PAR) Committee:** The PAR committee provides oversight for accreditation and implementation and monitoring of the program review process linking assessment to resource allocation. The goal of PAR is to oversee and coordinate work with constituency groups and other college committees to ensure the college meets accreditation standards. Additionally, PAR provides positive and engaged guidance and oversight to the program review process ensuring that all program reviews are up-to-date, complete, and aligned with key college and district planning documents. In order to accomplish this goal, the PAR committee developed a new process for Program Review which included three critical needs, based upon this recommendation:
 - **Integrated Platform for Program Review:** During the 2017 accreditation visit the college was one semester into the implementation of the Elumen platform as a vehicle to input, review, and analyze learning outcomes (Course Student Learning Outcomes, Program Student Learning Outcomes, and Institutional Learning Outcomes). The utilization of the

Elumen platform now serves as the primary tool for outcomes assessment, program review, and serves as the college's curriculum management system. Program reviews are completed on a regular cycle utilizing the Elumen platform which integrates CSLO, PSLO, and ISLO data, data dashboards, and the budget request process. Service Area Outcomes are included and required in the program review process; however, prior to the 2020-21 academic year there was not a way to integrate these outcomes into the Elumen platform effectively. The college will be moving Service Area Outcomes (SAOs) onto the Elumen platform in the 21-22 academic year as the platform has been recently upgraded to allow for input, review, and analysis of SAOs. Each year PAR reviews the program review platform to ensure efficacy through dialogue with committee members. Additionally, during the Spring 2020 semester a survey was sent to program review participants to gauge the effectiveness of the program review process and to ensure they had the appropriate support from the committee to effectively complete the program review process. The results of the survey were discussed, and changes made as part of a continuous improvement cycle. ([6A.CR2.01](#))

- **Data Dashboards:** The data dashboards were created with key metrics and embedded into the program review process for all instructional programs and institutional support programs. ([6A.CR2.02](#), [6A.CR2.03](#)) The dashboards provide faculty and administration with access to ongoing data for each program. The dashboard also gives the end-user the ability to disaggregate data and flags disproportionately impacted groups. For example, while completing an instructional program review, the data can be disaggregated by gender, age, ethnicity, and course modality.
- **Budget Request and Allocation Process:** West Hills College Lemoore has a clearly defined budget cycle for each fiscal year. ([6A.CR2.04](#)) The program review process has been updated to include budget request forms within the Elumen platform. The budget requests are reviewed, discussed, and approved when the program review is presented at PGC which is the primary shared governance committee. The budget requests for personnel, professional development, equipment and supplies, and facilities populate a form that is consolidated and utilized by the Budget Area Committee as the starting point for the budget allocation process. ([6A.CR2.05](#))
- **The Institutional Effectiveness and Student Success Committee (IESSC)** monitors campus-wide services and activities necessary to ensure WHCL students maximize their success through the lens of the guided pathways framework (Strong Framework). The goal of the IESSC is to support the mission of the college by ensuring appropriate services and support are in place to help students achieve their educational goals. This is accomplished by making data-driven recommendations, incorporating essential planning documents, and ensuring fiscal and programmatic alignment. IESSC produces the information and review of the reporting information in support of the Student Equity and Achievement (SEA) report. Additionally, this standing committee pushes out information to other campus committees, subgroups, and work groups while prioritizing student equity. ([6A.CR2.06](#), [6A.CR2.07](#)) IESSC includes a Data Team which develops, oversees, and produces data needed for subcommittee reports and is

responsible for reviewing progress of the College's SEA and Guided Pathways plans. ([6A.CR2.08](#), [6A.CR2.09](#))

- **Learning Area Meetings Dialogue and Action:** The college has established five learning areas that meet on a monthly basis: (1) Arts and Letters (2) Career and Technical Education (3) Counseling and Support (4) Math and Science (5) Social and Behavioral Sciences. The instructional administrators for these learning areas regularly share data, outcomes, and assessment information which leads to dialogue and action related to planning and resource allocation to effect improvements. ([6A.CR2.10](#))
- **Repurposing of the Student Learning Outcomes Committee (SLOC) to the Outcomes and Assessment Committee (OAC)-** Since 2008 the SLOC has served as the primary committee for the review, implementation, assessment, and analysis of student learning outcomes. The committee has been primarily focused on the regular assessment and analysis of CSLOs and PSLOs which take place on a two-year assessment cycle. In an effort to create a more coherent integrated model that clearly connects the use of data, outcomes, and assessment to planning and continuous improvement, the SLO committee spent the Spring 2020 semester revising their purpose and function. ([6A.CR2.11](#)) The newly revised OAC continues to monitor, assess, and analyze CSLOs and PSLOs; however, the committee is now also directly responsible for the regular review, assessment, and analysis of Service Area Outcomes (SAOs) and Institutional Student Learning Outcomes (ISLOs). SAOs are embedded into the program review cycle and ISLOs are annually reviewed by the PGC; however, the strategic move to embed them into the OAC provides a more intentional analysis of these outcomes on a regular cycle. ([6A.CR2.12](#))

College Recommendation #4 (Improvement)

In order to improve effectiveness, the Team recommends that the College publish Program Learning Outcomes for all programs, ensure all syllabi identify established Course Learning Outcomes, and establish regular and planned evaluation of processes for continuous improvement. (Standards I.C.1, I.C.2, II.A.3, ER 20)

Response:

The list below represents actions that address the recommendations related to publishing PSLOs, ensuring CSLOs are represented in course syllabus, and the ongoing regular and planned evaluation process for course and program outcomes

- **Publishing of Program Student Learning Outcomes (PSLO):** PSLOs are listed for each program in the West Hills College Lemoore (WHCL) catalog. WHCL is currently preparing to migrate the catalog into a fully online searchable document using Elumen and the catalog will be updated in real-time by being linked to the PSLOs housed in the Elumen curriculum repository. ([6A.CR4.01](#))
- **Syllabi inclusion of Course Student Learning Outcomes (CSLO):** Faculty are required at the beginning of each semester to submit a variety course documents including course syllabi to the Educational Services office. The syllabi are checked against the CSLOs listed on the Course Outline of Record (COR) which is housed in the Elumen curriculum library. A full-time discipline

faculty member has been assigned within the appropriate learning area as the course coordinator to oversee the curriculum for each course offered at WHCL. The faculty member is responsible for keeping CSLOs updated as well as ensuring all 5-year COR reviews are completed. The course coordinator is also responsible for collecting CSLO assessment data from part-time faculty teaching any sections of the course. ([6A.CR4.02](#))

- **CSLO regular and planned evaluation:** All Course Student Learning Outcomes for each course are evaluated at a minimum once every two years on a 2-year cycle by the course coordinator. The tracking of CSLO assessment completion is coordinated by the OAC Chair with support from the appropriate educational administrator for the designated learning area. ([6A.CR4.03](#))

College Recommendation #5 (Improvement)

In order to improve effectiveness, the team recommends the college strengthen the analysis and planning around student achievement between face-to-face and online course sections and use the data to develop and implement strategies to improve student achievement. (Standard II.A.16)

Response:

Extensive work has been completed since the 2017 accreditation team visit to address this college improvement recommendation. The list below represents actions that led to improved analysis and planning around student achievement between face-to-face and online courses and strategies that have improved student achievement.

- **Analysis and Planning-** the analysis and planning around student achievement between face-to-face and online classes has been embedded into processes throughout the college including the following:
 - Program Review Dashboard ([6A.CR5.01](#))
 - Data regularly provided to the Educational Services administrative team ([6A.CR5.02](#))
 - PASS (ProActive Student Success) Committee review and discussion ([6A.CR5.03](#))
 - Embedded into Student Equity and Achievement and Guided Pathways conversations and funding ([6A.CR5.04](#)) ([6A.CR5.05](#))
- **Closure in Achievement Gaps for Face-to-Face vs Online:** The analysis, planning and professional development efforts have resulted in the closure of achievement gaps for face-to-face vs online classes. The success rate for online classes in 2016-17 academic year was 63.3% compared to a 76.1% success rate in face-to-face classes which represented a 12.8% gap in success rates. During the 2019-20 academic year the online course success rate has improved to 70.6% compared to a 75.2% success rate for face-to-face classes which decreased the gap to 4.6%. ([6A.CR5.06](#))
- **Professional Development for Online Teaching and Learning:** WHCL provides innovate and regular on-campus professional development in the area of online teaching and learning and provides support to faculty to take advantage of courses and trainings focused on this area. The following are examples of the focus on professional development:

- Innovate Summer Institute for Faculty: An annual professional development event during the first week of June that focuses on best practices in teaching and learning. West Hills College Lemoore hosted the 6th annual Innovate Summer Institute for Faculty on June 1st through June 5th in 2020 utilizing the Zoom virtual platform with a focus on best practices and innovative solutions for teaching remotely and teaching online. ([6A.CR5.07](#))
- Professional Development Committee (PDC): The PDC is a participatory governance committee that meets regularly and serves the function of identifying professional development needs, identifying professional development opportunities for faculty and staff, and tracking the attendance and learning of college personnel at professional development events. ([6A.CR5.08](#), [6A.CR5.09](#), [6A.CR5.10](#))
- @One scholars: During the past three years the college has used a variety of funding sources to scholarship and stipend faculty to attend @One trainings that are put on by the California Community College Chancellor's Office (CCCCO) Online Education Initiative (OEI). 44 faculty have completed a total of 107 @One courses during the past three years. ([6A.CR5.11](#))
- CanvExcellence: Through a Title V grant the college developed CanvExcellence, a course for new faculty and faculty needing additional training in the Canvas Learning Management System. The 12-hour self-paced course provides the basics in Canvas and is hosted by the Title V instructional designer. ([6A.CR5.12](#), [6A.CR5.13](#))
- Canvas Coaching Cohorts: WHCL Lemoore launched Canvas Coaching Cohorts as a more intentional approach to addressing the achievement gap in success for face-to-face vs online classes during the Fall 2020 semester. The mentoring program aligns with all sections of the Online Education Initiative (OEI) Rubric and the West Hills College Faculty Team Evaluation Form. The program provides faculty an opportunity to complete one or two 7-week sessions each semester facilitated by a certified online teaching faculty member serving as a pedagogical coach or mentor. Cohorts are limited to four faculty per session and the cohorts meet weekly. ([6A.CR5.14](#), [6A.CR5.15](#))
- NestFlix: WHCL launched Season 1 of a new professional development series at the college titled NestFlix during the Spring 2020 semester. NestFlix is a regularly scheduled Zoom session for Golden Eagle Faculty to share best practices from their nests (classrooms). Each week featured some resources, data, and special guests who shared best practices in the classroom including numerous episodes focused on online pedagogy, applications, and best practices. Season 1 from the Spring 2020 semester featured 13 episodes and Season 2 featured 7 additional episodes. ([6A.CR5.16](#))

College Recommendation #6 (Improvement)

In order to improve effectiveness and to more clearly delineate college level budget autonomy, the Team recommends that the College should have sufficient personnel knowledgeable in financial resources to effectively interface with District Business Services on behalf of the College; enhance transparency related to budget and purchasing transactions and decisions; articulate complex financial information to College staff; assist with local budgetary issues; perform intricate analysis to aid in the overall financial management of the College. (Standards III.A.9, III.D.2, III.D.5)

Response:

Due to budget constraints, the College has been unable to hire a dedicated staff person to interface with District Business Services on behalf of the College. In 2018 and 2019 the president submitted a request to hire an Accounting Technician II position that would report directly to the president to effectively interact with District Business Services on behalf of the College. Requests for the new position were submitted and prioritized through the College's annual budget allocation process as designated in the 2019-20 Planning and Governance Manual ([6A.CR6.01](#)). The position was ranked number one for new non-faculty positions in 2018 and number two in 2019 ([6A.CR6.02](#), [6A.CR6.03](#), [6A.CR6.04](#)). Due to a lack of available funding, the College was unable to hire the new position; however, the College continues to work with District Business Services to enhance transparency related to budget and purchasing transactions and decisions and to assist with local budgetary issues.

6.B Reflection on Improving Institutional Performance: Student Learning Outcomes

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." The section below consists of the responses to a variety of reflection questions related to the college's assessment processes since the last comprehensive review that are required for the midterm report:

Response:

Reflection Question #1: What are the strengths of the process that helps lead the college to improve teaching and learning?

- **Consistent 2 Year Assessment Cycle:** West Hills College Lemoore is at the midpoint of a two-year assessment cycle of all Student Learning Outcomes. The college has traditionally assessed on a two-year cycle; however, beginning with the Fall 2019 semester, a new cycle was initiated to assess all student learning outcomes (CSLO, PSLO, SAO, and ISLO) using the Elumen platform. The college is on track to assess all active courses between Fall 2019 and Spring 2021. The CSLOs assessment results are mapped to PSLOs and ISLOs so that successful completion of the CSLO process creates assessment data at the PSLO and ISLO level for review and analysis. Service Area Outcomes are regularly assessed through the program review cycle with each service area

completing either a full program review or midterm every two years. ([6B.1.B.2.RQ1.01](#), [6B.1.B.2.RQ1.02](#))

- **Elumen Integration:** The college is continuing to work with the Elumen platform, which has provided a streamlined process for reporting and documenting assessment results. The use of Elumen gives administration, faculty, and staff access to a central location for all course and program information, makes the assessing of student learning outcomes less complex, and allowing for easier reporting and analyzing of the data. The integration of CSLOs, PSLOs, and ISLOs was a challenge prior to Elumen as the process was paper-based. Additionally, faculty are able to connect their CSLO work from the Canvas Learning Management System (LMS) directly to the Elumen platform which has further developed a culture of authentic assessment and allowed for a wider variety and increased frequency in assessments. For example, the Hospitality, Restaurant, and Casino Management (HRCM) faculty assess all CSLOs each semester even though the SLO cycle only requires CSLO assessment every two years. The HRCM program uses a series of formative assessments in the Canvas LMS that lead to mastery of outcomes and the data is populated into the Elumen platform. ([6B.1.B.2.RQ1.03](#))
- **Communication and Training:** The CSLO assessment process is led by the Outcomes and Assessment Committee (OAC). Each learning area has an OAC learning area representative who serves on the committee and provides key communication, technical support, and accountability for the learning outcome process. During the two year cycle the OAC Area Representatives work with college personnel to stress the importance of the assessment process and timeline, to provide on-going communication, to provide training, and to identify those responsible for assessment. In addition to assistance provided by OAC Area Representatives during department meetings, other opportunities for training and professional development are offered throughout the year. For example, specially scheduled “Elumenation” workdays and professional development activities such as NestFlix and Innovate, give opportunities for faculty to refine their CSLOs and assessments. ([6B.1.B.2.RQ1.04](#))

Reflection Question #2: What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

- **CSLO and PSLO Revision:** A new process for CSLO revision was launched in Fall 2019 as a result of the curriculum management system being integrated into eLumen. The revision of CSLOs is now entered through curriculum side of the platform which allows for a more focused review by the Technical Review Committee (a subcommittee of the Curriculum Committee) and review by the Curriculum Committee. The shift of CSLO revision to the curriculum process allows the OAC more time to focus on assessment tracking, results, and continuous quality improvement in teaching and learning based on assessments. CSLO and PSLO assessment and analysis for instructional programs are also embedded in the instructional program review which is completed every 4 years and the instructional program review midterm which is completed every two years. ([6B.1.B.2.RQ2.01](#)) The utilization of Elumen and shift in committee responsibilities will give the college the structure to further improve an authentic culture of regular assessment and continuous improvement.

- **Service Area Outcome (SAO) and Institutional Student Learning Outcomes (ISLO) Revision and Assessment:** Service Area Outcomes are built into the program review process for institutional support programs which are completed every four years and the institutional support program midterm which is completed every two years. The recent repurposing of the Student Learning Outcomes Committee (SLOC) to the Outcomes and Assessment Committee (OAC) has created an opportunity for a more in-depth and integrated review of SAOs and ISLOs through committee discussion, analysis, and recommendations back to the constituency groups through the PGC. The annual agenda for OAC includes regular assessment and review of ISLOs and SAOs. ([6B.1.B.2.RQ2.02](#))

Reflection Question #3: Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

There are multiple examples of course, program, and service improvements that have occurred at the college due to outcomes assessment data. The college is in the final year of a Title V grant and is also an Achieving the Dream (ATD) leader college and both of these roles have created an institutional approach to identifying challenges, reviewing data through focus groups and requests to the Institutional Research Office, the implementation of interventions to address deficiencies, and data review to assess the effectiveness of the interventions. A few examples of the improvements based on outcomes assessment data are listed below:

- **AB 705 Modifications to Placement:** Transcripts were the primary source of data to code students appropriately for English and math placement prior to Assembly Bill 705. Due to several factors, this practice was discontinued, to some degree, in the 2019-2020 academic year. Instead, placement for English and math switched to an automated process primarily through data imports from Cal Pass and data from the California Community College Chancellor's Office (CCCCO) Multiple Measures Placement System. Using data from the CCCCCO has proven to be an efficient and reasonably accurate method of placing students. Guided self-placement is used when data is not available or if a higher placement can be attained for the benefit of the student. These steps have broadened access to transfer-level Math and English coursework with little to no impact on course success rates. Transfer level English enrollment expanded from 670 students in fall 2016 to 918 in fall 2019 with little change in overall success rates (66% vs 63.5%) and increased transfer-level completion due to the elimination of basic skills coursework. Math courses had similar results, with enrollment increasing 300% in transfer-level statistics and liberal arts math courses going from 239 in fall 2016 to 746 in fall 2019 with no change to course success rates. ([6B.1.B.2.RQ3.01](#), [6B.1.B.2.RQ3.02](#))
- **English Corequisite Model:** Prior to the implementation of AB 705 the college had identified success rates and throughput of students through transfer English (ENG 001A) as a barrier to student success. Throughput is measured by students who complete transfer English within their first year at the college. English faculty implemented a co-requisite model for students based on the Accelerated Learning Plan (ALP) model utilized at other ATD colleges that included students taking the ENG 001A course (transfer-level English course) and a co-requisite English 051A course (one level below transfer) at the same time. The model also included lower class sizes for more focused attention on students and the utilization of a supplemental instruction leaders who work with students both inside and outside of the classroom to provide

supplemental support. The throughput rate for students in English has increased from 46% to 66.5% in the past five years since the implementation of the model. ([6B.1.B.2.RQ3.03](#))

- **Dynamic Forms:** Dynamic Forms, a web-based solution to paper-based forms, addresses challenges faced by students and college staff when submitting important documents and requests. Dynamic Forms maximizes efficiency for college staff and improves the student experience. This secure, state of the art e-sign/workflow solution allows campus staff to focus energies on students and not on manually moving documents. All campus departments will eventually adopt this long-overdue solution and Dynamic Forms have been positively embraced by current users. Prior to the implementation of Dynamic Forms, high school concurrent enrollment forms took 1-2 weeks to process and can now be processed in as little as a few hours. Currently, nearly 60% of all campus forms have been transitioned to this format and the college anticipates having all paper forms transitioned by the end of this calendar year.
- **Math Corequisite Model-** similar to English, the college had identified success rates and throughput of students through transfer-level Math as a barrier to student success. As a result of the AB 705 mandate Math faculty implemented a co-requisite model for four transfer-level math courses at the college. The students taking the transfer-level course have an option based on placement to take an additional two-unit support class that requires co-enrollment in the transfer course. Similar to the English model, the Math co-requisite model also includes lower class sizes for more focused attention on students and the utilization of a supplemental instruction leaders who work with students both inside and outside of the classroom to provide supplemental support. The throughput rate for students in Math has tripled at the college in the past four years going from 16.8% in the Fall 2016 cohort to 51.8% for the Fall 2020 cohort. ([6B.1.B.2.RQ3.04](#))
- **Online vs Face-to-Face course success rates:** the program review dashboard that is embedded in the program review process provides faculty with a tool to identify issues regarding differences in the success rates between face-to-face vs online modalities and which student groups were disproportionately impacted. Through data analysis and review, significant professional development, and modifications to teaching and learning the achievement gap between success in online and face to face courses has narrowed from 13% to less than 5%. ([6B.1.B.2.RQ3.05](#))
- **Open Educational Resources (OER):** The college has developed three zero textbook cost (ZTC) degrees to address high textbook prices, which has been identified as a student equity issue and barrier to student success and completion. ZTC degrees are pathways leading to a degree that include courses that do not have any textbook costs associated with them. The three degrees are Elementary Teacher Education AA-T, Psychology AA-T, and Sociology AA-T. Faculty are adopting, adapting, and creating OER to align with their course outcomes in the place of the expensive publisher textbooks once used, which saves students money and is revolutionizing teaching and learning. Over the past three years, the number of enrollments in ZTC sections has grown significantly from 3,161 to 8,231 in 2019-20. Data has consistently shown that students are just as, or more, successful in ZTC courses compared to those using traditional textbooks; for example, course success rates in psychology and sociology were within 2% of non-ZTC courses in

2017-18 and 2018-19, and in 2019-20 were 3% higher than courses using traditional textbooks. The college's ZTC courses have saved students approximately \$4 million since Fall 2017 and nearly 50% of the college's course section offerings are either ZTC or Low Textbook Cost (LTC) LTC sections are defined as having learning materials/textbooks cost that cost less than \$40.

- **Portal Redesign:** The District portal is central to district and college-level communications. The portal provides multiple functions to personnel at all levels and is a repository for documents on network drives, shared documents for participatory governance, in house forms and processes, links for Web Advisor and the Canvas Learning Management System, as well as many other functions for the operations of the campus and district. The comprehensive nature of the portal and the importance of its content have led it to be expansive and increasingly too large to find the needed items. The redesign of the portal is an attempt to streamline the content with intuitive design that is responsive to the user's actions on site. Counter to its predecessor, the new site is structured in sections that take advantage of the content shared by team members in other Microsoft platforms – Teams, Planner, Outlook, and others. This SharePoint-based portal in its new format launched in the Fall 2020 semester. ([6B.1.B.2.RQ3.06](#))
- **Strong Framework (Guided Pathways):** The overarching framework for initiatives at the college is the Strong Framework (guided pathways). Activities supported by guided pathways included a cohort of faculty, staff, and administrators attending a regional Leading from the Middle conference over the course of 5 years, creation of academic and vocational pathways including pathways for completion of transfer level English and Math within one year, and expansion of Associate Degrees for Transfer (ADT) to provide clear pathways for transfer. Categorical programs such as the Extended Opportunity Programs and Services (EOPS) and Disabled Student Programs and services (DSPS) are included within this framework and historically they have served as a model for most of the initiatives now taking place across the college. The high contact case management approach to providing services leading to student success has been effective in addressing the population of students they serve.
- **Using SAOs to Improve Services:** SAOs are used to identify Service Area Outcomes and improve services at the college. A recent example is the implementation of Dynamic Forms which is a platform used to simplify and streamlines processes that require multiple signatures and approvals in an electronic form through the use of a workflow. Dynamic Forms have been implemented for Dual Enrollment to reduce paperwork and increase efficiency for the gathering of various forms required to enroll high school students in dual enrollment classes. Another solution to address one of the SAO's is to use Dynamic Forms to streamline the application, registration, and access to records process for students. ([6B.1.B.2.RQ3.07](#), [6B.1.B.2.RQ3.08](#))

Reflection Question #4: In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule

- **Planning:** The OAC representatives work with key faculty during the first year of the assessment cycle to create an assessment plan in Elumen for each course. Service Area Outcomes are included and required in the program review process; however, prior to the 2020-21 academic year there was not a way to integrate these outcomes into the Elumen platform effectively. The college will be moving Service Area Outcomes (SAOs) onto the Elumen platform in the 21-22 academic year as the platform has been recently upgraded to allow for input, review, and analysis of SAOs.
- **Follow Up:** Elumen’s reporting system allows for assessment follow-up, which proves valuable to faculty members who are making changes to courses as a result of their assessments with the ultimate goal of improving student learning. Elumen also allows for the consistent tracking and follow-up on completion of PSLOs and ISLOs.
- **Team Effort:** The OAC, PAR, TRC, and Curriculum committees continue to work together to provide direction for institutionalizing appropriate student learning outcomes and assessments at the course, program, student support services, and institutional levels.

6.B Reflection on Improving Institutional Performance Institution Set Standards (Standard I.B.3)

ACCJC Standard I. B. 3. states: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.” The section below utilizes the most recent ACCJC annual report to reflect on trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

Response:

True to its [mission](#), West Hills College Lemoore is committed to meeting the California Community College’s Chancellor’s Office directive to align the Vision for Success goals, Institutional Set Standards, and Local and Equity Goals (Goal #5). The college level goals and Institutional Set Standards below are reviewed, set, and approved each year by the college’s participatory governance process during the months of October and November. ([6B.1.B.3.01](#), [6B.1.B.3.02](#), [6B.1.B.3.03](#))

		* Data for baseline year are shaded in gray. Baseline year varies by metric.					2021-22	Goal %
		2014-15	2015-16	2016-17	2017-18	Trend	Goal	Change over Baseline Year
Goal 1: Completion								
1A	Increase All Students Who Earned an Associate Degree (including ADTs)	412	496	449	527		771	72%
1B	Increase All Students Who Earned a Chancellor's Office Approved Certificate	29	37	46	75		131	185%
1C	Increase All Students Who Attained the Vision Goal Completion Definition	426	515	471	547		853	81%
Goal 2: Transfer								
2A	Increase All Students Who Earned an Associate Degree for Transfer	22	78	72	156		385	435%
2B	Increase all Students Who Transferred to a CSU or UC Institution	233	268	285			322	20%
Goal 3: Unit Accumulation								
3A	Decrease Average Number of Units Accumulated by All Associate Degree Earners	84	80	81	81		73	-10%
Goal 4: Workforce								
4A	Increase Median Annual Earnings of All Students	\$21,488	\$22,764	\$23,960			\$24,813	9%
4B	Increase All Students Who Attained the Living Wage	50%	53%	57%			58%	9%
4C	Increase All Students with a Job Closely Related to Their Field of Study	63%	59%				80%	27%
Goal 5: Equity								
5	Goals targeting equity gaps in Goals 1, 2, and 4 above							

Reflection Question #1: Has the college met its floor standards and achieved its aspirational goals?

The PGC reviews the College's Institutional Set Standards (ISS), stretch goals, and Vision for Success goals annually as indicated in the WHC Lemoore Planning and Governance Manual. These goals were last reviewed by PGC in Fall 2020. ([6B.1.B.3.RQ1.01](#), [6B.1.B.3.RQ1.02](#), [6B.1.B.3.RQ1.03](#))

The table below reflects West Hills College Lemoore's Institution-Set Standards for the 2018-19 year (as reported in the spring 2020 ACCJC Annual Report). Current rates are posted on the college website at: <https://www.westhillscollge.com/lemoore/about/institution-set-standards.php>. In Fall 2019, during the annual review of the college's ISS, WHC Lemoore's Planning and Governance Council revised these goals to reflect continuous improvement and also to simplify the college's inventory of key performance indicators, aligning the ISS definitions and long term goals, where possible, to the college goals established for the California Community Colleges Chancellor's Office *Vision for Success*. This alignment included revising the definitions for degrees and certificates to use an unduplicated headcount rather than counting awards (counting "people, not paper"), and eliminating the use for redundant, contradictory, and often confusing duplication of metrics. For example, WHCL's stretch goal for degrees completion is now set at 771 students per year, in line with the Vision for Success goal for completers set in spring 2019.

The college has met most of its floor standards as they related to course success rates, degrees awarded, and transfer for all consecutive years following the 2016/2017 academic year. The number of certificates awarded had an upward trend since the 2016/2017 year; however, in 2018-2019 the number

descended by 38 awards.

	Institution-Set Standard (Minimum Acceptable Performance)	ISS Stretch Goal	Vision for Success Goal (for 2021-22)	Actual Rate (2016-17)	Actual Rate (2017-18)	Actual Rate (2018-19)
Course Success Rate	70%	75%	none	72.8%	72.2%	72.5%
Degrees Awarded	575 degrees per year	700 degrees per year	771 students awarded per year	583 degrees	664 degrees	750 degrees
Certificates Awarded	85 certificates per year	150 certificates per year	131 students awarded per year	73 certificates	84 certificates	46 certificates
Transfers to Four-Year Institutions	425 transfers per year	500 transfers per year	385 UC/CSU transfers per year	498 transfers	447 transfers	451 transfers

Although meeting the current stretch goals outlined above has been difficult, the college is committed to make improvements to achieve set goals.

Reflection Question #2: Has the college achieved its stretch (aspirational) goals?

When reviewing ISS data during the November 2019 Planning and Governance Committee (PGC) meeting, the committee noted that 2018-19 degrees awarded (750) exceeded the stretch goal of 700 degrees per year. As a result of meeting this stretch goal, the ISS and stretch goal were revised, aligning it fully to the college’s Vision for Success stretch goal of 771 students awarded per year. Similarly, the committee noted that the stretch goal for transfer had been exceeded (451 transfers compared to the stretch goal of 425), and chose to increase the ISS (floor) to 450 and the stretch goal to 525 transfers per year, reflecting WHC Lemoore’s ongoing focus on improving student success.

Reflection Question #3: What initiative(s) is the college undertaking to improve its outcomes?

The college continues to explore and implement various initiatives to improve outcomes at all levels. In addition to the initiatives discussed earlier in this midterm report, the college is also focused on the “North Star” of learning and achievement that has been consistently the message of the college president while focusing on improving outcomes through Guided Pathways (GP), Student Equity and Achievement (SEA), the launch of the Social Justice and Equity Taskforce, and data analysis of Institutional Set Standards embedded in the program review process.

- Guided Pathways (GP):** 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. 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 cohorts of faculty, staff, and administration attending regional “Leading from the Middle” conferences, creation of CTE certificate pathways with accelerated classes that can be completed in one year, AB 705 efforts focused on completion of transfer level English and Math within one year, expansion of Associate Degrees for Transfer to provide clear pathways for transfer students, and the development of CARE teams aimed at addressing the need to increase the number of

certificates awarded. ([6B.1.B.3.RQ3.01](#), [6B.1.B.3.RQ3.02](#)) The Guided Pathways work at the college has been branded as the “Strong Framework” with focus points and activities for students and college personnel to: (1) Get Strong (2) Start Strong (3) Stay Strong and (4) Finish Strong. ([6B.1.B.3.RQ3.03](#)) The Civitas Inspire platform has been utilized heavily in all areas of the strong framework and has institutionalized a case management approach to student success, retention, and completion.

- **The Student Equity and Achievement Plan (SEA):** The SEA Plan was developed to promote and identify key areas where improvements were needed to be made for disproportionately impacted student populations. Plans are developed in consultation with students, faculty, staff and administrators. All activities outlined within the Student Equity plan align with the Guided Pathways which is also known at the college as the “Strong Framework.” ([6B.1.B.3.RQ3.04](#), [6B.1.B.3.RQ3.05](#))

- **Social Justice and Equity Taskforce:** The college established the Social Justice and Equity Taskforce in the summer of 2020 whose purpose is rooted in WHCL’s North Star—student learning and achievement. The Taskforce’s primary objective is to create a culture that is inclusive, equity-minded, anti-racist, and one where students, staff, and the community feel welcome, safe, important, supported, and able to achieve their personal and academic goals. Keeping the Taskforce’s purpose in mind, the committee has established sub-groups that focus on the Taskforce’s deliverables as they relate to specific functions or areas of the College and District. The inventories from each of the sub-groups will be combined into one document and presented to the College President or Chancellor. The sub-groups that launched in Fall 2020 include: (1) Teaching and Learning (2) Hiring, Recruitment, and Retention (3) Vision for Success/Student Equity Plan group (4) Student Life/Support/Guided Pathways. ([6B.1.B.3.RQ3.06](#))

- **Data Analysis of Institutional Set Standards Embedded in the Program Review Process:** The instructional and non-instructional program review process includes comparing success rates for course success and for program degrees and certificates against Institutional-Set Standards. The office of Institutional Effectiveness and Research has developed readily available data dashboards aimed at providing information relative to:
 - Comparison of program course success rates against Institution-Set Standard for course success
 - Comparison of program degrees and certificates awarded against Institution-Set Standards for degrees and certificates
 - Disaggregate course success, automatically flagging areas of disproportionate impact:
 - Age
 - Campus Location
 - Class Meeting Time
 - Students’ Economically Disadvantaged Status
 - Ethnicity
 - Gender
 - Instructional Method
 - Program productivity (WSCH/FTEF) and faculty workloads

- Course-level enrollment and success data, including disaggregation ([6B.1.B.3.RQ3.07](#))

Reflection Question #4: How does the college inform its constituents of this information?

Information relative to the West Hills College Lemoore Institutional-Set Standards is public information readily available on the college website. Campus constituents are made aware through updates from the college president through a monthly update, president forums, and professional development days for faculty and staff. ([6B.1.B.3.RQ4.01](#)) Additionally, the college mission statement, college goals, institutional set standards, and key initiatives are reviewed and discussed at the Eagle Vision Planning event that takes place every other fall semester. This group is made up of community members, industry partners, and representation from all constituent groups from the college. ([6B.1.B.3.RQ4.02](#))

6.C Report on the outcomes of the Quality Focus Projects

There were two action projects that were identified by the college during the last full accreditation. This section details the stated action project, the goal of the action project, and the outcomes since the last accreditation visit related to the action project.

Action Project #1: Enhance the use and understanding of data, outcomes, and assessment for continuous improvement, resource allocation, and strategic planning

Goal: To foster the practice of data utilization as a function of organizational learning to increase dialogue, improve decision-making, and enrich student learning and achievement in accordance with the College mission.

Outcomes for Action Project #1:

- **College Data Team integrated into Institutional Effectiveness and Student Success Committee (IESSC):** The IESSC is a governance committee that monitors and informs on campus-wide services and activities necessary to ensure WHCL students maximize their success through the lenses of the strong framework. ([6C.AP1.01](#)) The IESSC, formerly the ISSC, integrated the college data team into the committee framework in the fall of 2019. The data team consists of faculty, classified staff, and administrators and was first established as a response to recommendations for data-driven decision making as a result from the college's work with Achieving the Dream. The college has institutionalized the efforts of Achieving the Dream, specifically the data team, within the IESSC. The efforts of the Data Team are aligned with the college's Key Performance Indicators using qualitative and quantitative data to make data-driven recommendations to the IESSC. ([6C.AP1.02](#))
- **Data Coach Completion Teams -CARE Teams:** The Data Team of IESSC established a data coaching model in fall 2019 that included the completion teams. The completion teams were based on learning areas and affinity groups and consist of a counselor, advisor, and an administrator. The completion teams identified key metrics and outcomes in their area based on data provided in Tableau. ([6.C.AP1.03](#)) From there, each team identifies resources, highlights and challenges, plans for scaling up, funding sources, and next steps to decrease equity gaps and

increase student success within each respective area. The Completion Team's efforts are connected to institutional goals, set standards, and key performance indicators. ([6C.AP1.04](#)) In spring 2020, the COVID-19 pandemic occurred creating an increase in equity gaps. This resulted in a reorganization of the Completion Teams to address the equity gaps and provide resources and support to students. The Completion Teams were renamed to the CARE teams which stands for Concern, Activate, Remedy, Evaluate. The CARE teams provide a case management approach that addresses student barriers, activates internal and external resources, and evaluates outcomes. ([6C.AP1.05](#))

- **Data Dashboards for Program Review:** In Fall 2019, the Office of Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) built a Tableau data dashboard for Institutional Support Programs to assist in the program review process. ([6C.AP1.06](#)) The dashboard provides data on success rates, equity data, completion, and transfer data for Athletics, CARE, CalWORKs, DSPS, EOPS, and Financial Aid. The Instructional and Institutional Support data dashboards integrate comparisons of program data to the colleges' institution-set standards for course success, degrees, certificates, and transfer. Training on the data dashboards was provided directly to the PAR Committee and additionally to faculty and staff through districtwide trainings held in Fall 2019. ([6C.AP1.07](#))
- **Districtwide Data Trainings:** In order to encourage the practice of using data for the decision making process, the Office of Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) provided a series of training in Fall 2019 for faculty, staff, and administrators. ([6C.AP1.08](#)) The trainings provided were on Tableau data dashboards pertaining to Course Success and Completion, Guided Pathways, and Program Review. After completion of the training, attendees were able to login into Tableau, find specific department data, and were able to read/analyze the data.
- **Elumen Integration:** The college is continuing to work with the Elumen platform, which has provided a streamlined process for reporting and documenting assessment results. The use of Elumen gives administration, faculty, and staff access to a central location for all course and program information, makes the assessing of student learning outcomes less complex, and allowing for easier reporting and analyzing of the data.
- **Senate Faculty Hiring Rubric-** The senate faculty hiring rubric was established by the West Hills College Lemoore Academic Senate in collaboration with district Institutional Research office in an attempt to create a more objective and data-driven process for faculty hiring. The rubric collects quantitative and qualitative data to prioritize hiring needs within the college. The quantitative data includes course enrollment and demand. The qualitative data includes student, faculty and campus needs. The rubric enables the Academic Senate to identify areas where there is need and recommend allocation of resources to assist in providing the support for our institutional goals. ([6C.AP1.09](#), [6C.AP1.10](#), [6C.AP1.11](#))

Action Project #2: Improve internal and external communications

Goal: To enhance campus-wide communications to further develop internal processes and service delivery cultivating student engagement and success.

Outcomes for Action Project #2:

- **Civitas:** Civitas is a case management tool that was implemented at the college in the fall of 2018. Civitas provides a holistic advising approach to case management that uses predictive analytics. It is a tool that falls under “Stay Strong” of the WHCL Strong Framework. Civitas allows for communication between staff, faculty, and administrators in regard to student success outcomes. Employees at the college are able to document interactions or concerns with students in and out of the classroom. It also closes the loop between faculty, staff, and administrators to ensure that students are receiving the support needed to be successful. In the Admissions and Records department nudging campaigns are utilized strategically through Civitas and the WHCL Strong Framework. The Director of Admissions and Records established a communication plan that strategically sends out nudges to students at specific times throughout the semester in regards to important deadlines, academic standing, registration, and other pertinent areas under the Strong Framework pillars.

Civitas Next Generation was implemented at the college during the Spring 2020 semester. The rollout coincided with the move to remote operations by the college due to COVID-19 and assured that a tool was in place to connect students to support services. This version of Civitas features a roster view for faculty, an early alert function, and two-way communication between faculty, counselors, and staff. The utilization and training related to Civitas Next Generation continued to be refined during the summer of 2020. The tool is utilized by all service areas in the Fall 2020 semester and the early alert function has now been incorporated into the workflow with faculty submitting early alert tickets that are reviewed and responded to by counselors and advisors. ([6C.AP2.01](#), [6C.AP2.02](#))

- **Communication Events with High School Partners:** The college’s Executive Team (President, VPs, Deans) visit the leadership teams at each of the high schools in the College’s service area during the fall semester. These meetings consist of providing programmatic and data updates to partner high schools and collegial dialogue on best practices and future partnerships. The Principals’ Breakfast is held annually in the spring semester to engage and connect with local K-12 partners regarding the college’s outlook, programs, and resources. Additionally, the event allows collaboration and evaluation on current practices. Topics covered include course offerings, enrollment practices, marketing, dual enrollment, campus outreach, communication and messaging. ([6C.AP2.03](#), [6C.AP2.04](#), [6C.AP2.05](#))
- **Communication Guide and Protocols in Planning and Governance Manual:** The college’s Planning and Governance Manual provides an internal communication guideline ([6C.AP2.06](#)) that outlines the various methods of communication within the college. The guidelines for communication were developed in consultation with participatory governance committees and with the West Hills College Lemoore Academic Senate during the 2018-19 academic year. The guidelines list tools for communication and include whether it is a one-way or two-way

communication tool or a repository/storage. Examples of two-way tools include Microsoft Outlook and Teams, Civitas Next Generation Inspire, Zoom, and Elumen. Examples of one-way communication tools include BoardDocs, Regroup, Portal, and the WHCL Eagle Answer Center. Many of these tools provide repository/storage that allows WHCL employees to view or edit documents.

- **“College Hour” for Key Committee Work:** During the 2019-2020 academic year the college established and launched the college hour. The college hour is a recurring time period dedicated to committee and group work. Instructional administrators committed to not scheduling full-time faculty during this time period as much as possible (Mondays/Wednesdays from 2:30 p.m.- 4:00 p.m.) The college hour allows ease of schedule and balance of representation on various campus committees and groups and has resulted in an increase in committee attendance and engagement. The commitment to the college hour has improved internal campus communication and increased external communication with the community and supports student engagement. Learning area representation and discussion in meetings has been strengthened as a result of the implementation of the college hour. For example, the OER and PAR previously only had a couple 2-3 designated faculty and now there is a designated faculty representative from each of the learning areas. ([6C.AP2.07](#)) The following committees meet on a regular basis during the college hour:
 - Academic Senate
 - Curriculum Committee
 - Open Educational Resources (OER) Committee
 - Outcomes and Assessment Committee (OAC)
 - Planning and Governance Council (PGC)
 - Program and Accreditation Review (PAR)
 - Technical Review Committee (TRC)- a subcommittee of the Curriculum Committee

- **Decentralization of Communication Platforms:** The rollout of decentralization for various inter-district communication platforms has expanded the storytelling reach of college personnel. College-level access to social media marketing platform, HubSpot, has allowed college programs to communicate more directly with stakeholders as evidenced by the CTE newsletter, Regional Manufacturing newsletter, and others. ([6C.AP2.08](#), [6C.AP2.09](#)) HubSpot training has been occurring across the district to build capacity for personnel to direct the messaging. ([6C.AP2.10](#)) Likewise, training has been occurring for personnel to edit the college website pages that are pertinent to their specific program, service, or function. ([6C.AP2.11](#)) District marketing is still collaborating with the college regarding broad messaging and marketing campaigns, leveraging Strong Workforce Funds and other grants, to develop radio and television spots. With the permission of District marketing, a broad video project has begun to highlight CTE programs using a local vendor, which will result in a series of showcase recruitment videos for high demand CTE programs; final cuts of these will be received by December of 2020.

- **Dynamic Forms:** Dynamic Forms, a web-based solution to paper-based forms, addresses challenges faced by students and college staff when submitting important documents and requests. Dynamic Forms maximizes efficiency for college staff and improves the student experience. This secure, state of the art e-sign/workflow solution allows campus staff to focus energies on students and not on manually moving documents. All campus departments will adopt this long-overdue solution that has been positively embraced by current users. Prior to the implementation of Dynamic Forms, high school concurrent enrollment forms took 1-2 weeks to process and can now be processed in as little as a few hours. Currently, nearly 60% of all campus forms have been transitioned to this format with plans to transition all paper forms to the digital format by the end of this calendar year.
- **Eagle Vision Planning:** Eagle Vision Planning takes place every other fall. Participants include full and part-time faculty, classified staff, students, administrators, and community members. The purpose of Eagle Vision Planning is to: (1) review, discuss, and analyze student success and equity data, (2) determine if the College’s strategic plan should include additional goals, and (3) review the College mission statement and if needed, make recommendations for changes to the mission statement. ([6C.AP2.12](#))
- **Portal Redesign-** The district portal is central to district and college-level communications. The portal provides multiple functions to the personnel at all levels including serving as a repository for documents on network drives, shared documents for participatory governance, in house forms and processes, links for web advisor and the Canvas Learning Management System, as well as many other functions for the operations of the campus and district. The comprehensive nature of the portal and the importance of its content have led it to be expansive and increasingly too large to find the needed items. The redesign of the portal is an attempt to streamline the content with intuitive design that is responsive to the user’s actions on site. Counter to its predecessor, the new site is structured in sections that take advantage of the content shared by team members in other Microsoft platforms – Teams, Planner, Outlook, and others. This SharePoint-based portal in its new format launched in the Fall 2020 semester. ([6C.AP2.13](#))
- **President’s Forum:** The President’s Forum is open to faculty and staff and hosted by the college president. These forums provide the opportunity for college employees to provide feedback, an opportunity for the president to communicate key information, and a venue for transparency, shared governance and mutual engagement. Topics covered range from internal and external elements that affect the campus, budget allocation, key initiatives, and support systems and services for students. ([6C.AP2.14](#), [6C.AP2.15](#), [6C.AP2.16](#), [6C.AP2.17](#))
- **President’s Newsletter:** The President's Newsletter is a brief summary of campus, district and community information. These newsletters cover items such as professional development opportunities, new hires, campus updates, the North Star and Strong Framework. The newsletter is sent out to all faculty and staff on a regular basis. ([6C.AP2.18](#), [6C.AP2.19](#), [6C.AP2.20](#), [6C.AP2.21](#), [6C.AP2.22](#))

6.D Fiscal Reporting

Response:

The college is meeting the ACCJC goals as established in the Annual Fiscal Report. The college submitted the Annual Fiscal Report in Spring 2020. ([6D.01](#))

Evidence Appendix

Report Preparation	
Evidence Identifier	Evidence Description
RP.01	Leadership Retreat Agenda 01-17-20
RP.02	Accreditation Update, January 2020
RP.03	Academic Senate Minutes 11-16-20
RP.04	PGC Minutes 11-18-20
RP.05	PGC Minutes 12-09-20
RP.06	BOT MINUTES 01-29-21
RP.07	BOT AGENDA 02-16-21
Plans Arising from Self-Evaluation Process	
Evidence Identifier	Evidence Description
PA.01	WHCL-Team Evaluation Report
QFE Action Project II: Improve Internal and External Communications	
Evidence Identifier	Evidence Description
QFE.AP2.01	WHCL Communication Guidelines Update 08-07-19
6A. College Recommendation 1	
Evidence Identifier	Evidence Description
6A.CR1.01	Predictive Analytics Civitas
6A.CR1.02	2020 CARE Teams Updated 08.10.2020
6A.CR1.03	Care Team Plan-WHCL COVID-19 SSS CARE Plan
6A.CR1.04	WHCL Planning and Governance Manual 2020-2021 Final
6A.CR1.05	Instititutional Support Dashboard Screenshot
6A.CR1.06	Fall Dashboard Training Final Revised
6A.CR1.07	Fall 2020 IR Office Presentations
6A.CR1.08	2020 2020 Eagle Vision Planning Agenda
6A.CR1.09	2020 Eagle Vision Planning PowerPoint 2020
6A.CR1.10	PGC Minutes 09-23-20
6A.CR1.11	E-Huddle June 1st 2020
6A.CR1.12	PAR Committee Page from PGC Manual
6A. District Recommendation 1	
6A.DR1.01	RE VP Liaison and District Rec 1 for West Hills Coalinga and Lemoore

6A. College Recommendation 2	
Evidence Identifier	Evidence Description
6A.CR2.01	PAR Process Improvement Survey Draft 2020 04 03
6A.CR2.02	Instructional Program Review Data
6A.CR2.03	Institutional Support Dashboard Screenshot
6A.CR2.04	WHCL Planning and Governance Annual Budget Process
6A.CR2.05	WHCL Professional Development 2019-2020 Budget
6A.CR2.06	2019.09.13 IESSC Minutes
6A.CR2.07	2020.11.02 IESSC Minutes
6A.CR2.08	Success Metrics Dashboard
6A.CR2.09	Cohort Tracker Momentum Outcomes Metrics
6A.CR2.10	Minutes Learning Area 10-13-20
6A.CR2.11	SLOC Meeting Minutes 4-27-20
6A.CR2.12	OAC Committee Page from PGC manual
6A. College Recommendation 4	
Evidence Identifier	Evidence Description
6A.CR4.01	AOJ Program Outline of Record PSLO Elumen sample
6A.CR4.02	F1, S1 Math and Science Faculty Participation
6A.CR4.03	Lemoore - Math and Science-course-statistics SP20
6A. College Recommendation 5	
Evidence Identifier	Evidence Description
6A.CR5.01	Program Review Dashboard
6A.CR5.02	Lemoore Ed Services Presentation
6A.CR5.03	PASS Committee Meeting Minutes 9-14-2020
6A.CR5.04	WHC Lemoore Equity Plan 2019
6A.CR5.05	WHCL Guided Pathways soaa 2020
6A.CR5.06	Handout2-Course Success
6A.CR5.07	Innovate 2020
6A.CR5.08	2020-3-5 WHCL PDC Minutes
6A.CR5.09	Tracking of PD Attendance-WHCL Conference Workshop Data
6A.CR5.10	WHCL PD Needs Assessment 2020 5 7
6A.CR5.11	@One by Courses

6A.CR5.12	CanvExcellence Home Page
6A.CR5.13	CanvExcellence Modules
6A.CR5.14	WHCL Canvas Coaching 20-21
6A.CR5.15	Canvas Coaching
6A.CR5.16	NestFlix Module Screenshot
6A. College Recommendation 6	
Evidence Identifier	Evidence Description
6A.CR6.01	West Hills College Lemoore Budget Cycle
6A.CR6.02	WHCL Non-Faculty Position Items 2019-2020 FINAL
6A.CR6.03	WHCL Non-Faculty Position Requests 2018-19 FINAL
6A.CR6.04	MEMO—WHCL Budget Augmentation Status for 2019-20
6B.1.B.2 Reflection Question 1	
Evidence Identifier	Evidence Description
6B.1.B.2.RQ1.01	AcademicSupport MidtermPR 2020
6B.1.B.2.RQ1.02	LearningResourcesCenter ProgramReview 2020
6B.1.B.2.RQ1.03	SLO mastery gradebook that is being used to measure and assess SLOs
6B.1.B.2.RQ1.04	NestFlix Canvas Coaching Elumenation Friday spring 21 Email Message
6B.1.B.2 Reflection Question 2	
Evidence Identifier	Evidence Description
6B.1.B.2.RQ2.01	Physics Midterm 2020-21
6B.1.B.2.RQ2.02	OAC Purpose PGC Annual Agenda
6B.1.B.2 Reflection Question 3	
Evidence Identifier	Evidence Description
6B.1.B.2.RQ3.01	Lemoore Ed Services Presentation
6B.1.B.2.RQ3.02	IESSC Minutes 09-21-20
6B.1.B.2.RQ3.03	705 and English Corequisite Data
6B.1.B.2.RQ3.04	AB705 Math Data
6B.1.B.2.RQ3.05	Handout 2-Course Success
6B.1.B.2.RQ3.06	PortalRedesign
6B.1.B.2.RQ3.07	Department Form Inventory -DF1

6B.1.B.2.RQ3.08	Dynamic Forms - Form Dual Enrollment Request
6B.1.B.3 Reflection	
Evidence Identifier	Evidence Description
6B.1.B.3.01	WHCL Planning and Governance Manual 2020-2021 Final
6B.1.B.3.02	PGC Minutes 11-13-2019
6B.1.B.3.03	PGC Minutes 11-18-2020
6B.1.B.3 Reflection Question 1	
Evidence Identifier	Evidence Description
6B.1.B.3.RQ1.01	WHCL Planning and Governance Manual 2020-2021 Final
6B.1.B.3.RQ1.02	Lemoore ISS 2020
6B.1.B.3.RQ1.03	PGC Minutes 11-18-20
6B.1.B.3 Reflection Question 3	
Evidence Identifier	Evidence Description
6B.1.B.3.RQ3.01	Lemoore Equity Plan 2019 for Board
6B.1.B.3.RQ3.02	WHCL soaa 2020
6B.1.B.3.RQ3.03	WHC LEMOORE EMP FINAL REPORT MAY 14 2018.indd
6B.1.B.3.RQ3.04	Lemoore Equity Plan 2019 for Board
6B.1.B.3.RQ3.05	WHCL soaa 2020
6B.1.B.3.RQ3.06	Social Justice and Equity Task Force Charter-Final 092520
6B.1.B.3.RQ3.07	AOJ Program Review Data
6B.1.B.3 Reflection Question 4	
Evidence Identifier	Evidence Description
6B.1.B.3.RQ4.01	WHCL President's Newsletter January 2021
6B.1.B.3.RQ4.02	Eagle Vision Planning 2020
6C. Action Project 1	
Evidence Identifier	Evidence Description
6C.AP1.01	Strong Framework Pillars
6C.AP1.02	Completion Team Metrics
6C.AP1.03	Completion Team Metrics
6C.AP1.04	Completion Team-Highlights CTE 2-27-20
6C.AP1.05	2020 CARE Teams

6C.AP1.06	Tableau Institutional Support
6C.AP1.07	Fall 2019 Data Dashboard Training
6C.AP1.08	Fall 2019 Data Dashboard Training
6C.AP1.09	Academic Senate Faculty Rankings Final 21-22
6C.AP1.10	Academic Senate-Minutes 11-30-20
6C.AP1.11	WHCL Academic Senate Rubric 2019-20
6C. Action Project 2	
Evidence Identifier	Evidence Description
6C.AP2.01	WHCL President's Update September 16, 2019
6C.AP2.02	Civitas Learning Holistic Advising
6C.AP2.03	Principals' Breakfast PowerPoint 4-28-2020
6C.AP2.04	Principals' Breakfast Agenda 4-28-2020
6C.AP2.05	Principals' Breakfast Participants-04-28-2020
6C.AP2.06	WHCL Communication Guidelines
6C.AP2.07	Accreditation Update Leadership Retreat WHC Lemoore
6C.AP2.08	CTENewsletter Evidence
6C.AP2.09	RegionalAdvancedManNewsletter Evidence
6C.AP2.10	Marketing Hubspot Training Evidence
6C.AP2.11	Marketing Evidence
6C.AP2.12	Eagle Vision Planning 2020
6C.AP2.13	PortalRedesign
6C.AP2.14	President's Forum Agenda 4-16-20
6C.AP2.15	President's Forum Notes 4-16-20
6C.AP2.16	President's Forum Participants 4-16-20
6C.AP2.17	Presidents Forum PowerPoint-4-16-2020
6C.AP2.18	WHCL President's Update August 8 2019
6C.AP2.19	WHCL President's Update-October 15 2019
6C.AP2.20	WHCL President's Update~December 10 2019
6C.AP2.21	WHCL President's Update January 13 2020
6C.AP2.22	WHCL Presidents Update February 27 2020
6D. Fiscal Reporting	
Evidence Identifier	Evidence Description
6D.01	ACCJC Annual Fiscal Report 2020