

WHCC

West Hills College Lemoore
West Hills Community College District
Educational Master Plan 2018–2022



President's Message

West Hills College Lemoore (WHCL), the 109th California community college, earned college status from the California Board of Governors in 2001 and full accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2006. The existing campus, built on 107 acres of land donated by the Pedersen-Semas family, has had steady growth since its first buildings were constructed in 2002. WHC Lemoore is grateful for the generous support of local residents who supported several facility bonds, which allowed the college to expand and improve its facilities.

The WHC Lemoore Educational Master Plan focuses on curriculum, instructional design and delivery, regional and community partnerships, faculty retention and recruiting, and the campus, community, and physical environments. The Educational Master Plan outlines the college's strategic direction for aligning in instructional delivery with regional demands, as well as its strategic direction for the development of new facilities that will support high-quality instruction and services that meet the needs of the 21st century student.

I would like to thank the WHC Lemoore faculty, students, and staff as well as members of the WHC Lemoore community for their contributions and participation in the development of this very important plan.

Thank you,
KRISTIN CLARK, ED.D.
PRESIDENT



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1.0

Overview



Introduction

The **Educational Master Plan (EMP) 2018–2022** represents a blueprint for the future of **WHC Lemoore** through the 2022 planning calendar year and correlates with the West Hills Community College District (WHCCD) Strategic Plan 2016–2020. This document serves as a bridging document that aligns external and internal scan data created in the original EMP with the educational mission, vision, and planning goals established in 2017. In addition, this planning document is organized to align with the district's Facilities Master Plan (FMP) and capital outlay program for upcoming projects and is designed as a road map for educational curriculum and instructional delivery for 2018–2022, providing the framework for upcoming construction priority projects on campus.

Throughout the process, leadership groups responsible for educational programs and facilities collaborated in a series of discussions and planning meetings. Students, area business leaders, and community members were also consulted as part of this process to evaluate regional programs and demands. The result is an integrated approach with facilities outcomes, curriculum, and educational delivery driven by educational planning.

For this updated installment of the Educational Master Plan (EMP), the district identified a number of objectives that, in conjunction with the Strategic Master Plan, form the initiatives and recommended actions for the EMP 2018–2022.

This Educational Master Plan focuses on the following objectives:

- **Implement Guided Pathways:** Increase student success through the revision of policies and procedures and implementation of systems that remove barriers and create efficiencies.
- **Build Curriculum Aligned with Regional Demand:** Develop and refine educational curriculum, including basic skills, career technical education (CTE), and transfer preparation.
- **Reinvest in College Facilities:** Serve as primary resource for the development of expansion and modernization projects and establish goals for the current capital outlay and financial initiatives established by the district.
- **Enlist Results-Driven Approach to Student Success:** Support program reviews, demonstrate compliance with accreditation standards, and institute practices that create student success strategies for the 21st century.
- **Strengthen and Diversify Community Partnerships:** Collaborate with community partners including representatives from a broad range of business, government, high school, and other community-based programs to strengthen planning for CTE, workforce, and transfer-based programs.
- **Rejuvenate Communication, Data, and Technology Platforms to Better Access and Manage Information:** Identify the strengths, capabilities, and limitations of the college in order to offer options for a successful future.
- **Provide Comprehensive Integrated Planning and Professional Development:** Stimulate college programs and their effectiveness through planning, long-range staffing, facilities, and technology plans that are integrated and coordinated with educational delivery initiatives.

The EMP embraces the mission and values of the district in conjunction with the vision and strategic directions of WHC Lemoore. Input from leadership teams, learning area focus groups, faculty, students, and community members was included as part of the evaluation process to generate a robust plan for the future. Together, this comprehensive collaboration worked to facilitate an organized and innovative plan for the future trajectory of the college. At all organizational levels, the process has been governed and overseen by district leadership to arrive at a plan that represents the goals of WHC Lemoore, as well as the overriding objectives of the West Hills Community College District.



District Overview

West Hills Community College District

The West Hills Community College District (WHCCD), located in the San Joaquin Valley, comprises a service area of approximately 3,460 square miles and represents constituencies in both Fresno and Kings counties, along with communities extending into San Benito, Monterey, and Madera counties. The climate, location, and terrain of the area provide diverse opportunities for education and specialization. The signature industry in the region is agriculture, which boasts approximately 15% of the country's agriculture production. The immense diversity of crops produced in the area, including nuts, fruit, cotton, and grain, provides unique opportunities for education and employment. Growers, producers, distributors, and manufacturers actively engage in workforce development in the region. Ranching also plays an essential role in the economy and includes cattle, sheep, and dairy farming. In addition, the San Joaquin Valley is home to the largest petroleum and gas reserves in the state. Other local industries are highly diversified and include health care, mental health, military, hospitality, and others.

While the region is highly recognized around the world for its contribution to agriculture, including precision agriculture, high-density farming, production, and distribution, residents face unique challenges to living, working, and seeking education in the area. Economic disadvantages, low proficiencies in math and English, and poor English as a Second Language (ESL) skills represent common challenges for entry-level students.

The San Joaquin Valley is home to unique and diversified industries that generate demand for both certificate- and degree-level jobs. The college is well positioned to provide specialized, interdisciplinary approaches



Mission

The West Hills Community College District, a trusted steward, actively engages, encourages, enriches and empowers students, faculty, staff and communities to reach their full potential academically, socially and economically.

Vision

The relentless pursuit of student success.

to education and training that prepare students for careers across the job market spectrum and strengthen the regional economy. The college also works to broaden regional, state, and international leadership and partnerships in highly specialized fields to serve both as an innovator and as a broad spectrum leadership arm for initiative areas including hydraulic fracturing, water management, irrigation management, pest management, precision agriculture, allied health, technology, and others. It is the intent of the college to strive to connect and bridge the jobs of the future in this region to its local family of residents while positioning itself as a contributor to the global marketplace at the forefront of emerging regional economies.

Through educational programming, instructional delivery strategies, and student support services, the college strives to provide a diverse and broad curriculum designed for student success and achievement. The college and district have actively pursued innovative approaches to foster student success, including Essential Elements, Multiple Measures, Reg365, and Open Educational Resources (OER) as described below. The district has consistently generated a number of successful programs designed to support a strong student accountability program. Moving forward, the college will begin to utilize behavioral analytics to produce a coordinated care network for students designed for better decision-making to produce quality content and extend service management as an integrated part of the standard support offered to students.



Essential Elements: This statewide and regional leadership forum is designed to gather leaders from agribusiness, technology, logistics, education, and the nonprofit sector to assess the San Joaquin Valley's regional economy, opportunities, and challenges.



Multiple Measures: This initiative entails using more than one assessment measure to assess students, including English, mathematics, or ESL assessments for placement.



Reg365: Reg365 enables students to register for all three semesters of the academic year at once, allowing them to secure their class schedule and align educational plans with academic progress.



Open Educational Resources: Teaching, learning, and research resources that are free of cost may include full courses, course materials, modules, textbooks, faculty content, streaming videos, tests, software, and other educational resources.



West Hills Community College District & WHC Lemoore

Founded in 1932 in Coalinga, California, WHCCD was named the Coalinga Extension Center and offered courses in conjunction with Fresno State College. In the 1940s, the college became known as Coalinga College and came under the authority of the Coalinga Union High School District.

Beginning in 1956, a 40-acre campus was established on Cherry Lane in Coalinga as the flagship campus for the district. In 1961, the school separated from the high school district and in 1969 became known as West Hills College. The college expanded through access and support of its local communities.

Beginning in 1962, Lemoore became part of the district and continued early development in the area into the early 1970s with an extended presence at the Lemoore Naval Air Station, along with Lemoore High School. In 1979, the district began long-range planning for a new college in Lemoore. In 1998, the district received a land donation of approximately 107 acres from the Pedersen-Semas family for the building of a new college. Planning and funding efforts began to establish a college on the site. The new college was opened in 2002 and received its full accreditation in 2006.

In addition to the two primary colleges at Coalinga and Lemoore, the district operates a third campus located at the North District Center in Firebaugh. Other educational sites utilized by the district include the Farm of the Future, located in Coalinga, along with eight Child Development Centers in locations throughout the service area.

WHC Lemoore serves a student population of approximately 6,500 students and offers associate degrees, career technical education certificates, and basic skills courses. The college is committed to inspiring all learners by providing dynamic and high-quality academic programs through various instructional modalities that meet the needs of today's adult students.

WHC Lemoore Mission & Vision

Mission: WHC Lemoore serves a diverse community of students who seek an affordable, accessible, relevant, and rigorous education. The college community is dedicated to student learning and achievement by providing quality courses that lead to certificates, associate degrees, transfer to four-year institutions, and career pathways.

Vision: WHC Lemoore is committed to the relentless pursuit of student success.

Institutional Student Learning Outcomes (ISLOs): ISLOs describe the knowledge, skills, abilities, and attitudes students should master as a result of their overall college experience.

- **Communication Competency:** Develop and present cogent, coherent, and substantially error-free writing for communication to general and specialized audiences.

- Demonstrate effective interactive communication through discussion (i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences).
- Analytical Inquiry: Identify and frame problems or questions in selected areas of study and distinguish among elements of ideas, concepts, theories, and/or practical approaches to the problem or question.
- Quantitative Reasoning: Present accurate interpretations of quantitative information on political, economic, health-related, or technology topics and explain how both calculations and symbolic operations are used in those offerings.
- Information Competency: Identify and define the nature and the extent of the information needed to accomplish a specific educational, professional, or personal objective and demonstrate the ability to locate, access, manage, evaluate, understand, and use information from diverse sources ethically and legally.
- Ethical Reasoning: Describe ethical issues present in prominent problems in politics, economics, health care, technology, or the arts and show how ethical principles or frameworks help to inform decision-making with respect to such problems.
- Ability to Engage Diverse Perspectives: Establish knowledge and be able to describe how different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts, and global relations. Describe, explain, and evaluate the source of his/her own perspective on selected issues in culture, society, politics, the arts, or global relations and compare that perspective with other views.

- Personal, Academic, and Career Development: Assess personal knowledge, skills, and abilities; set personal, educational, and career goals; work independently and in group settings; identify lifestyle choices that promote self-reliance, financial literacy, and mental, physical, and social health.

Goals:

- **Goal 1 - Access**

WHC Lemoore will provide equal access to college programs and services for students, regardless of socioeconomic status, demographics, location, disability, or ethnic background.

- **Goal 2 - Student Success**

WHC Lemoore will provide excellence in teaching and support a culture of evidence to address barriers to student success and achievement.

- **Goal 3 - Economic, Workplace & Community Development**

WHC Lemoore will increase participation and completion in short-term career technical education, enabling students to earn a living wage.

- **Goal 4 - Resources**

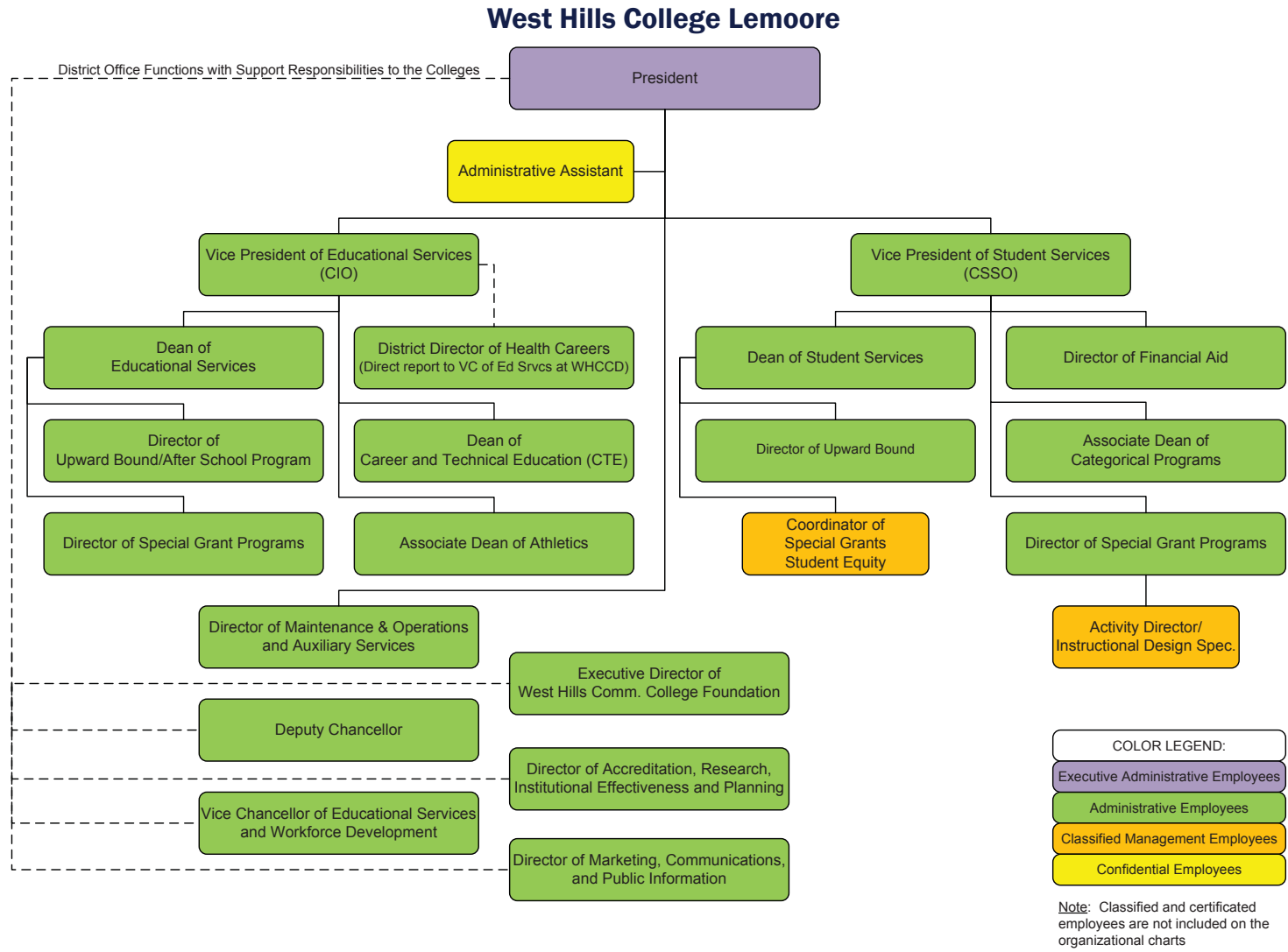
WHC Lemoore will recruit, hire, and develop a diverse personnel, implement effective enrollment management strategies, maintain capital resources, and provide a transparent process for internal and external resource allocations.

additional study for career technical education, information technology, and educational plans.

Report sections two and three below categorize each learning area according to major themes, along with objectives and outcomes for each projection designed to capture the feedback received from the district, college president, learning area leadership, and learning area team members. Demographic and statistical documentation in sections five and six provides a summary of external and internal scan data that validates and supports the research conducted with faculty and staff. Several common themes emerged among learning areas and are summarized in section six, which also outlines the current status of facility projects, reviews facility conditions, and establishes priority projects and anticipated program enhancements. In addition, section six serves as a bridging section that links this EMP to the goals and objectives of the WHCCD Facilities Master Plan (FMP) 2018–2022.



WHC Lemoore - Organizational Structure





2.0 College Planning Goals



Educational Master Plan 2018–2022

This Educational Master Plan (EMP) 2018–2022 is aligned with the WHCCD Strategic Master Plan and has been coordinated with instructional leadership teams to provide a blueprint for academic, educational, and facilities expansion and development for academic years 2018–2022. This EMP represents a unique opportunity for the district to retool and further refine its educational programs, prepare and design for new program growth, and plan for a future that is calibrated for regional alignment, while also considering the broader marketplace of careers and jobs leading the future of industry sectors. For example, programs forecasted for growth, including those defined as signature programs, are described in terms of growth areas, new programs, curriculum, and instructional design and delivery. Initiatives, including fundamental campus organizational and administrative components, are represented to emphasize areas of staffing, marketing, analytical data collection, operational planning, infrastructure, and technology where new opportunities can streamline efficiencies and make best use of facilities, technology, and infrastructure.

This EMP supports robust and innovative programs and an instructional delivery model designed to align with the needs of this unique community. This EMP document is also intended to comply with external agency mandates that govern the college, including California law and regional accreditation standards as follows.

Title Five - California Code of Regulations

The California Code of Regulations requires a comprehensive plan, defined as follows:

- (a) *The Governing Board of a community college district shall establish policies for, and approve, comprehensive or master plans which include academic master plans and long range master plan for facilities. The content of such plans shall be determined, except that the plans shall also address planning requirements specified by the Board of Governors.*
- (b) *Such plans, as well as any annual updates or changes to such plans, shall be submitted to the Chancellor's Office for review and approval in accordance with Section 70901(b)(9) of the Education Code and with regulations of the Board of Governors pertaining to such plans (5 CCR 51008)*

Accreditation - Accrediting Commission for the Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC)

The Accrediting Commission's Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity requirements;

Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements and improves the quality of its educational programs and services.

Major Themes for WHC Lemoore Educational Planning 2018–2022, The College Perspective

Section one introduced the major themes encompassed in this EMP 2018–2022, with the goal of articulating a path for innovation and growth. Educational planning aligned to the five-year strategic goals is designed to promote student success, community access, and stewardship, while maintaining the vitality of WHCCD and supporting long-term growth and added value. The outlook approach is framed by the college's unique vision, with strategic themes and implementation goals that represent three broad areas: (1) the college, (2) the learning area, and (3) infrastructure and safety.

This section addresses the broad, overarching themes from a college perspective, with supporting data concerning learning areas, infrastructure, and safety presented later in the document to further define and execute these goals by individual learning area.

Curriculum

With emphasis on educational planning, basic skills, and timely completion, all aspects of curriculum and educational delivery are intended to promote and increase student success. These themes and initiatives are designed to broaden and diversify student opportunities while promoting academic success and timely completion:

- evaluate semester system and short-term and accelerated short-term scheduling options to benefit transfer students, adult learners, and nontraditional students;
- increase weekend and evening college course offerings to ensure that general education can be completed in six semesters;

- expand and improve online degree programs and course offerings, increasing offerings to 30% of all sections offered and enhancing hybrid and flipped course offerings;
- expand online offerings to adult learners out of the service area as an affordable option to four-year general education course work;
- increase and expand career and technical education programs, including internships, work-based learning, and customized contract training;
- establish STEM (science/technology/engineering/math), STEAM (science/technology/engineering/arts/math), and STEMM (science/technology/engineering/math/medical) pathways aligned with high school transition;
- increase course offerings at the Naval Air Station;
- leverage specialized programs to access a broader population outside the regional area; and
- increase basic skills noncredit pathways for college readiness and explore new BA/BS completion programs.

Instructional Design & Delivery

In support of curriculum and in conjunction with AA, four-year, certificate, and workforce training programs, the following focus areas are intended to complement curriculum and new innovations in learning modalities:

- create value in learning through human experience and leverage collaboration, project-based learning, teaming, cocurricular activities, mentorship, and a student-centered approach;

- position WHC Lemoore as the preferred online-only learning model;
- implement guided curriculum pathways to enforce educational plan requirements as a strategic direction, targeting 90% with student educational plans;
- continue to expand Open Educational Resources (OER) course offerings and degree programs;
- require laptop/tablet for all students as incorporated cost of attendance in financial aid package and continue to innovate educational delivery utilizing OER tools; and
- shorten time to completion through approaches such as Prior Learning Assessment (PLA) and accelerated remediation.

Student & Support Services

Student and support services provided on campus are currently distributed in various locations and create barriers for students to organize and navigate their educational pathway. Ideally, student and support services should provide a positive, easy-to-administer experience that is streamlined, transparent, and easy for students to use as they manage their educational success. Following are initiatives designed to foster that success:

- streamline online presence using a guided pathways approach;
- adopt course scheduling and room scheduling software that facilitates more efficient enrollment management;
- adopt predictive analytics software that connects real-time analytics to student progress, including attendance data, academic history, and the student educational plan to improve

student outcomes;

- develop an integrated outreach strategy including campus leadership, counselors, advisors, and learning area leaders to address targeted regional outreach with comprehensive plans and strategies, including prior learning assessment (PLA) as a recruiting tool;
- create student leadership program that includes service leadership and civic engagement;
- increase adult learner access to child care, including grants and scholarships for Child Development Centers;
- continue to expand online access to support services, including counseling, library services, and academic support;
- provide expanded program space for the Transfer Center and for Diversity and Inclusion, the Faculty Learning Lab, the Veterans Resource Center, the Health Center, and the Workforce Internship Networking Center (WIN Center); and
- provide access to behavioral health and assessment services.

Physical Environment

The physical environment is designed to complement the curriculum and instructional delivery approach, including nodes of activity, centers for community, collaboration, and individualized instruction. Below are initiatives designed to improve both instruction and campus life:

- relocate academic programs to the center of campus to activate the campus center and organize localized labs;
- create a new front-of-campus identity that defines entry along with enhanced way finding systems, including mobile campus map navigation;

- create centers of excellence that define and arrange instructional support services to increase awareness of available services;
- provide flexible learning environments that are adaptable to changing curriculum, with flexible furniture and technology carts to maximize in-room usage;
- provide two to three large lecture spaces that can accommodate up to 80 students each for high-demand courses and training;
- provide flexible lab spaces that can allow students to work collectively on different curricula at the same time; and
- relocate WIN Center on campus.

Faculty Retention, Recruiting, & Professional Development

To recruit and retain faculty, including specialty curriculum faculty, the college must consider wages and salary, among other factors to ensure faculty success. Following are initiatives designed to improve professional development and retention:

- provide professional development opportunities to promote student success, including training for improved online course delivery strategies, such as asynchronous and synchronous methods;
- provide regularly scheduled training for faculty;
- develop recruitment methods to create diverse subject matter experts and staff who reflect the diversity of the campus community;
- provide teaching strategies to increase student success, including online instructional tools;
- consider full-time and tenured positions for hard-to-fill academic positions to attract and retain talent;

- provide regular updates on district committee activities so the college is better informed on initiatives and pursuits; and
- provide access to just-in-time technology and classroom resources that are easy to use and administer, including smart podiums in every classroom to mitigate access issues.

Campus & Community

Improvements in these areas are designed to facilitate access and ease of use and enhance curriculum and instruction. Following are initiatives designed to improve community:

- improve campus way finding, campus entry identity, and overall campus branding;
- improve campus site including shared areas, outdoor gathering space, program adjacencies, and hardscape and softscape areas;
- increase community-based educational programs;
- increase community service-based events and resources;
- track attendance and program success related to the Naval Air Station, local high schools, the middle college high school, and the adult learner population; and
- establish a broader outreach strategy and define a plan to better identify and communicate with the local community.

Regional & Community Partnerships

Enriching community and regional partnerships focused specifically on regional demand is essential. This expansion area work supports innovative and relevant educational programming and services that define the unique attributes of WHC Lemoore. Initiatives in this area (described below) represent important developmental assets that contribute to students' success in the region and work to foster innovation in 21st century career opportunities. The college serves as a bridge to success for local high school student populations and works to enrich the workforce skills of adults within the community. In addition, the college strives to become a local asset for community functions and outreach.

- Improve alignment of career technical education (CTE) curriculum to address industry partner needs and implement an outreach strategy including a designated outreach team, plan, and outcomes approach.
- Develop plan of outreach to connect donors with on-campus programs and to connect donors with students and district innovation.
- Increase workforce training opportunities, including flexible lab spaces and customized, timely delivery when needed.
- Establish identifiable curriculum pathways.

Information Technology & Communication

Improvements in technology and communication are high-demand components of educational and facilities planning. Flexible, timely delivery and education with new systems are important components of faculty retention and student success. Following are initiatives designed to improve access, use, and logistics:

- leverage technology and behavioral economics as high-tech, high-touch resources for communicating with students to include customized, timely information delivery to each student;
- work with the county and business partners to improve internet access throughout the valley;
- increase online degree programs;
- implement just-in-time communication strategies to engage and retain students;
- improve integrated planning, implementation, and training for new technologies; and
- develop Online Learning Labs.



EMP & Alignment to the WHCCD Strategic Plan 2016–2020

The primary district objectives previously mentioned are aligned with and echo the sentiments of the WHCCD Strategic Plan 2016–2020, which represents the target framework for this Educational Master Plan. These district goals are aligned directly with Key Performance Indicators (KPIs) that represent measurable, achievable outcomes. These strategic plan goals are further outlined in the learning area instructional analysis and needs assessment (section three) and align the strategic plan to each learning area specifically. Following is the framework for the learning area criteria:

Goal #1: Promote and Increase Student Success, Emphasizing Educational Planning, Basic Skills, and Timely Completion

- 1.1 Educational Plans
- 1.2 Scorecard: Remedial Math, English, & ESL (1.2a/b/c)
- 1.3 Basic Skills English & Math Success Rates (1.3a/b)
- 1.4 Course Success Rate
- 1.5 Fall-to-Fall Persistence Rate
- 1.6a Scorecard: Completion Indicator Overall
- 1.6b Scorecard: Completion Indicator (College Prepared)
- 1.6c Scorecard: Completion Indicator (Unprepared for College)
- 1.7 Degrees/Certificates Awarded
- 1.8 Median Time to Completion of Associate Degree
- 1.9 Annual Transfer to 4-Year Institutions

Goal #2: Strengthen the District’s Fiscal Position by Pursuing Resource Development and Increased Efficiency While Meeting FTES Targets

- 2.1 FTES Generated
- 2.2 Enrollment Management/Scheduling Efficiency
- 2.3 Percentage of Students Receiving a Pell Grant

Goal #3: Maximize Access to Programs and Services throughout the Region, Focusing on All Segments of the Adult Population

- 3.1 Adult Participation Rates (Ages 18–24)
- 3.2 Adult Participation Rates (Ages 25–64)
- 3.3 College-Going Rates for High School Graduates

Goal #4: Through the Use of Technology, Increase Access to Educational Programs and Services That Contribute to Student Success and Strengthen the Economic, Social, and Cultural Life of the Diverse Community

- 4.1 Online Course Success Rate
- 4.2 Use of Open Educational Resources
- 4.3 Student Equity - Scorecard Completion Rate
- 4.4 Number of New Online CTE Programs Created

Goal #5: Increase and Coordinate Workforce and Economic Development Activities That Are Designed to Meet the Needs of Employers and Improve Student Employment Success in Career Technical Education Programs

- 5.1 CTE Completion Rate Scorecard
- 5.2 CTE Employment Outcome Survey Results (Wage Gains)
- 5.3 Time to Completion for CTE Degrees/Certificates
- 5.4 CTE Degrees/Certificates Awarded
- 5.5 Contract Training Certifications Awarded

Analysis & Objectives

The information that follows pairs the district mission, vision, objectives, and Strategic Plan to the eight major campus development areas.

The team has applied these objectives set forth in eight major college project development areas. These include the following:

- Curriculum;
- Instructional Design & Delivery;
- Student & Support Services;
- Physical Environment;
- Campus & Community;
- Regional & Community Partnerships;
- Faculty Retention, Recruiting, & Professional Development; and
- Information Technology & Communication.





3.0

Instructional
Analysis &
Needs
Assessment

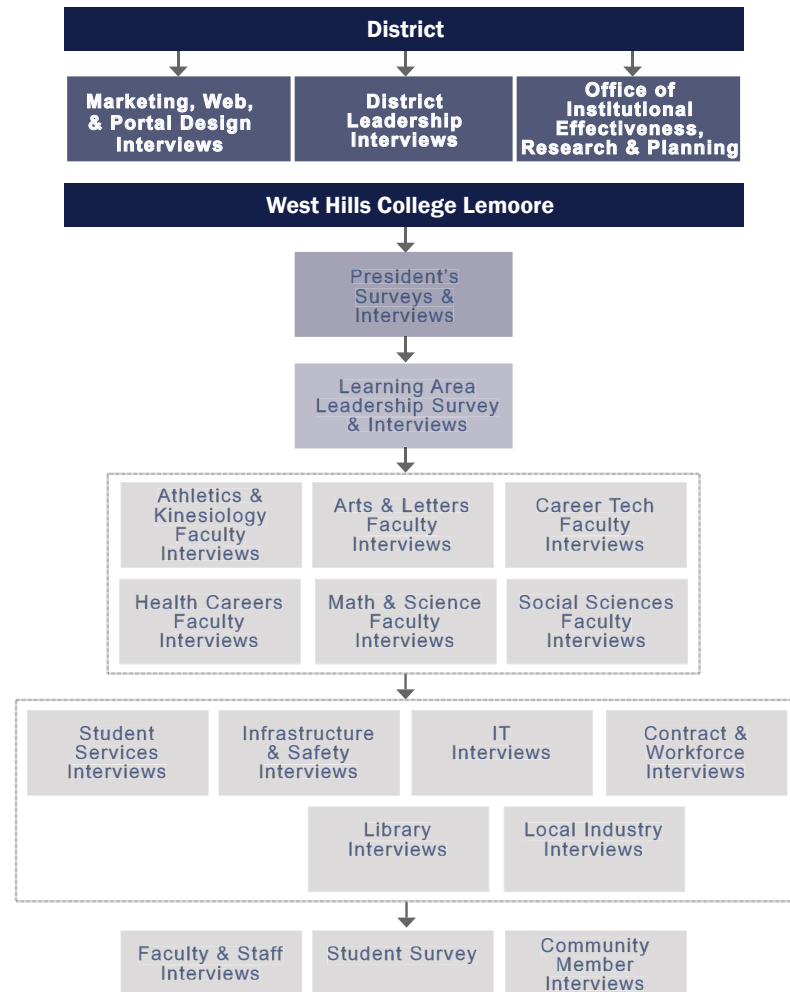


Instructional Analysis & Needs Assessment

Survey Summary

Five survey types were distributed as part of the EMP process and were developed in conjunction with college governance groups. The surveys were administered online and in person. Survey results were used in conjunction with information gathered through institutional research, campus focus group interviews, and a series of presentations and workshops conducted throughout the Spring and Summer of the 2017 academic year.

Surveys were distributed into five categories, with each addressing a broad set of questions related to campus community, curriculum, educational delivery, learning areas, support services, and online presence. Surveys were distributed into categories as follows: (1) college president, (2) learning area leadership, (3) faculty and staff, (4) administrative and service area, and (5) students.



College Priorities & Outlook

WHC Lemoore serves the educational and career needs of a diverse student body and is dedicated to student success and achievement.

Through the relentless pursuit of student success, the college works to empower students to achieve by providing programs that lead to academic attainment. These programs are uniquely tailored to meet regional demands.

College priorities are designed to frame a comprehensive view of the college's educational and facilities goals. These priorities have been defined in accordance with the president's perspective and outlook as the trajectory and tone for the EMP. These areas of focus have been compiled into two distinct groups: (1) districtwide areas for implementation and (2) college-specific areas for implementation.

Districtwide implementation areas are dedicated to implementing WHCCD initiatives that pertain to all colleges within the district. College-specific implementation areas are designed with WHC Lemoore in mind and meet the unique qualities of the faculty, staff, and students at the college.

Overarching Categories for Implementation



College Priorities & Areas of Implementation

Broad objective areas include the following:

Improve Learning Management Process

New tools and resources designed to provide better decision-making and mitigate student risk, such as predictive analytics software and behavioral analytics tools, are an important aspect of optimizing the student experience. Making relevant data available in a dashboard format to counselors, advisors, learning area leadership, and faculty will provide a coordinated support network for students designed for achievement, retention, and success. These new knowledge management tools will allow all services within the district network to share in cross-collaboration and have instant access to track students' performance, goals, financial plans, and education plans. Further, recruitment tools are designed to build stronger relationships and access across the entire support network of the district. In addition, analytics software will provide for on-time, on-target response and offer new data-mining opportunities for strategic research.

At the outset, a strategic research agenda will be quantified that fundamentally defines the type of information being gathered, the analytical outcomes to be achieved, and the platforms for how the information will be distributed, including data integration and data visualization goals to empower decision makers.

In addition, to make these tools successful, the district will need to enlist other resources, including districtwide training to support these types of sophisticated software tools and to leverage new types of resources in effective ways. Quality data mining relies on quality content.



Faculty and staff will contribute to and update information within the system in real time, providing coordinated and accurate data. A student interface will need to be adopted to ensure information is available and accessible. New protocols for the student interface will need to be adopted to ensure current information is available and accessible.

Scheduling Efficiencies & Enrollment Management

The college has reached a time of critical growth in which new systems must be implemented to manage enrollment and scheduling, moving from a manual input-based approach to software-based systems of management. Decentralized options designed to improve scheduling efficiencies and other services to support enrollment management will also be explored.

Degree/Certificate Program Growth

In many instances, the curriculum offered at WHC Lemoore is oversubscribed. New growth opportunities exist for expanded programs on campus, in particular career technical education, four-year transfer, BA completion, associate degree, and contract training programs. The section that follows includes a comprehensive look at each of the college's learning areas, focused on growth and support for expanding curriculum and instructional delivery. Each learning area has identified areas for new and expanding curriculum embedded within the instructional analysis section of this report.

The college will evaluate the current 18-week semester schedule to seek out shorter scheduling solutions that better accommodate student needs and increase student population attendance and success.

Student Engagement - Educational Tool Enhancements

Twenty-first century learning requires technology. New technology represents a core area of focus that students require to thrive in the workplace. At the most fundamental level, communities of the college lack access to the internet as well as access to technology beyond the smartphone.

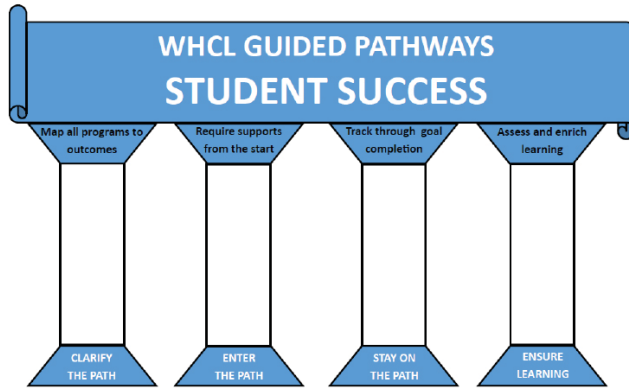


Numerous opportunities exist for the district to build a more robust platform for education and technology as follows:

- build a coalition and lobby for expanded rural internet access;
- build laptops into total cost of attendance for financial aid;
- leverage the college's use of technology as an education tool, including smart podiums in classrooms and instructional software such as note capture, and expand educational delivery with open educational resources;
- provide just-in-time delivery of new technology to stay on pace with how students interact and engage;
- utilize technology to reach and engage students, using flash polls, mobile push notifications, campus engagement apps, and reminder modifications;
- make educational access compatible with smartphones as an educational delivery tool, including video chat, audio note apps, cross-platform tools for content mapping and storage, and deadline management tools; and
- expand technology to connect students with employers, work-based learning, and jobs.

Implementation of Guided Pathways

The college will use the guided pathways framework.



A number of additional opportunities exist to enrich and build on early retention. In addition to predictive and behavioral analytics software, there are a number of other gap areas where students have demonstrated need, including (1) basic skills English, ESL, and vocational ESL; (2) basic skills math and English requirements for all programs, including CTE, to ensure foundation level competency for both educational and workplace success; (3) career coaching organized through counseling/ advising services that pairs learning area leadership and/or partnered industry professionals with students to provide regularly scheduled advising; (4) meta majors as a way for students to navigate pathway decision-making; and (5) website access to career pathway videos with industry professionals to educate students on what certain careers entail prior to enrollment.

Community Engagement & Outreach

Develop a districtwide outreach plan to coordinate outreach efficiencies between the college and the district office. Outreach will include, but not be limited to, the following groups:

Local Middle Schools and High Schools

- Build and align curriculum to high school science, technology, career and technical, engineering, and math (STEM) programs with cocurricular opportunities.
- Manage, advertise and educate high school students on dual enrollment, including guided pathways, educational plans, and enrollment.
- Expand opportunities for college classes on high school campuses.

Local & Regional Industry

- Expand outreach efforts with local and regional business.
- Define and quantify local demand and curriculum opportunities and track results.
- Build alliances with industry partners.
- Advertise program offerings and innovative instructional methods, such as OER and PLA.

Local Community

- Build alliances with community partners.
- Create opportunities for service learning and civic engagement.

Expand & Innovate Learning Modalities to Attract New Student Populations

Models for educational delivery are continually evolving to provide for on-demand learning and to keep pace with free online educational tools. To stay relevant and attract new student populations, both within and outside the service area, the college will need to develop learning strategies to meet the demands of 21st century students, including the following:

- match learning tools and technology to meet the acumen of today's students;
- develop online academic support and counseling services;
- teach students how to conduct online research; and
- develop learning tools and technology that allow the college to compete with others that are already in the expanded market.

Programs will continually evolve. Utilizing the flipped classroom model and other instructional strategies will require that labs and interactive spaces on campus be well equipped and technologically advanced to provide for various types of specialization in one learning lab environment. Learning environments on campus in general will require on-demand, error-free technology with flexibility and adaptability for various learning styles in any given classroom. Online course instruction that provides both synchronous and asynchronous learning opportunities will need to continually evolve at the college, with improved faculty training for online delivery that is robust, interactive, engaging, and designed to attract students. Additionally, the college may consider exploring fully online degree programs for existing programs, as well as offering specialized signature programs entirely online that can attract new student populations outside the service area, both nationally and internationally.



Learning Area Leadership/ Faculty & Staff Survey

WHC Lemoore

A faculty survey was conducted in May 2017, and results were tabulated for 22 faculty team members. The survey consisted of 15 questions designed to assess faculty perception of onboarding, student outreach, technology and educational innovation, educational space, and support space. The following is a summary of results. Additional survey statistics are available in the Appendix.

Approximately 75% of respondents indicated that the college provides either somewhat or highly innovative learning area educational opportunities.

Innovation, Vision, and Goals for WHC Lemoore

- **Educational Delivery Model:** A hybrid approach to learning will become increasingly important and will include peer learning, internships, apprenticeships, and capstones designed to accommodate time constraints of students, such as transportation time, work, etc. Students will require student-driven access to educational delivery, information, and services, including on-demand content and educational delivery, as well as adaptive tools, including video chat access to faculty and support staff from anywhere. As information and educational delivery is increasingly free online, WHC Lemoore will need to create value in learning through human experience, including collaboration, research/projects, mentoring, counseling and advising, and cocurricular opportunities.
- **Accountability in Evaluation:** Increased assessment of student performance based on real-time predictive analytical information and framed by educational leadership committed to measurable learning

outcomes for students is critical to success, as is institutional self-evaluation for effectiveness.

- **Communication Management:** Critical to institutional relevance is the improved use of communication tools designed for handheld device-driven communication (e.g., e-mail, texting, apps, interactive campus maps) as a standard baseline for student interface with scheduling, course add/drop functions, wait lists, campus updates, instructor interface tools, self-performance management tools, retention and recruitment tools, and new student engagement programs.

Degree Programs & Delivery

WHC Lemoore will offer expanded degree programs, including specialization and unique programs with full degree availability through an online delivery approach.

Student Onboarding

Approximately 45% of respondents indicated that they were either very satisfied or somewhat satisfied with student onboarding and counseling during their first year of attendance. Learning area team members' focus on onboarding and early student success included relevant insight into future opportunities, including the following:

- **Guided Pathways with Articulated Learning Outcomes:** The college should provide a student-centered, personalized model to

guide successful completion.

- The college should develop a comprehensive approach that requires career planning at the onboarding process, including expanded/intrusive academic counseling to personalize the approach for each student, in addition to providing access to predictive analytics to track student progress, including KPI, ISS, and outcomes measurable by area unit.
- WHC Lemoore should include career exploration in onboarding, which could be provided via a meta major cohort program. A cohort model can also include one cohort for each of the most popular majors to assist those students who come in at the developmental course level.
- Students would benefit from real-time tools, including customer management systems to provide access to all grade information, course completion information, and targeted educational plan goals and achievements. Further, the college could provide real-time access to student services, including online, evening, and weekend access and text alerts and reminders, with technology serving as a tool for student success.
- WHC Lemoore should make best use of academic area expertise by integrating faculty into the advising process as a resource for career guidance.
- Reg365 should be used as one of many tools for success, not just as the basis for enrollment.
- **Address Universal Needs First:** WHC Lemoore should close achievement gaps by addressing basic skills first, including those of

English language learners and students with disabilities, in addition to making basic skills math a requirement for some certificate-based programs rather than the existing intermediate algebra requirement (e.g., in child development, law enforcement, and ESL for career and technical education).

Outreach to High Schools

Learning area faculty surveyed indicated that approximately 50% felt outreach to high schools was very effective or above average. Areas for improvement with regard to outreach include the following:

- **Early Outreach & Career Development:** A coordinated approach between high schools and WHC Lemoore includes a high school curriculum leading to senior requirements for mandatory college units. College counselor presence at high schools during junior year to provide a coordinated career pathway investigation and selection ensures that senior year is designed with a clear path for all.
- **WHCCD Office of Outreach & Recruitment:** The college should develop an Office of Outreach and Recruitment that integrates an articulated outreach plan, including a regular schedule with programs embedded into high schools that utilize community college experts as essential members of their team. Services may include counseling, advising, and dual enrollment for all, as well as integrated transfer programs.
- **Feeder Schools With Embedded Programs:** Consider evening and Saturday courses at feeder high schools that provide college level courses at the local high school rather than requiring that students come to WHC Lemoore for educational opportunity for ease of access and convenience to students needs.

Summary of Findings

- **Student Services:** Design services for guided pathways with a personalized model to successful completion.
- **Evaluate Basic Skills Requirements:** Accelerate basic skills to decrease time to completion, including for certificates and career technical education.
- **Flexible Scheduling:** Allow for effective use of technology to offer more courses, including degree programs in a variety of modalities that include fully online degrees, short-term class lengths, and the ability to enroll and start courses at multiple times during the year.
- **Track Student Progress by Learning Area:** Provide dedicated curriculum advisors/success coaches within students' chosen learning area to track student success, with embedded counseling and advising from coaches in their chosen career pathway.
- **Online Courses:** Improve delivery, brand, and approach to learning in online environment, including mobile access to courses and learning materials from smart phones, synchronous and asynchronous learning, adaptive tools.
- **High School Outreach:** Provide a dedicated outreach team with a plan and outcome goals to guarantee comprehensive outreach success.
- **Local Industry:** Implement an approach whereby regional industry can be more actively present and engaged on campus on a regular basis.
- **Physical Campus:** Facilitate adjacencies by relocating programs and generate efficiencies of specialized program spaces to best accommodate flexible learning labs and lecture environments.
- **Learning Environment:** Provide adaptable learning environments that can accommodate various learning modalities, including blended, flipped, accelerated, lecture, learning lab, and team exercise modalities.
- **Learning Areas:** Ensure learning areas are accountable and more relevant and engage regularly in cross-disciplinary teaming, training, and support.
- **Campus Safety:** Enhance safety protocols and training for all staff, including lockdown procedures and emergency preparedness.

Administrative & Service Area Survey

WHC Lemoore

Administrative and service area faculty and staff were surveyed to establish a baseline for serviceability of existing facilities, level of existing innovation, and projections for areas of improvement for curriculum, instructional delivery, and the ability to utilize innovative instructional methods to improve student success. Individuals surveyed indicated that approximately 60% felt the college is very innovative in its approach to curriculum and instructional delivery.

Summary of Findings

- **Offices:** 51% indicated that office space is average or above average.
- **Adjacencies:** 46% indicated programs are colocated appropriately.
- **Collaboration Space:** 47% indicated adequate access to collaboration space.
- **Meeting Space:** 53% indicated adequately programmed meeting space with available access.
- **Technology for Learning Area:** 79% indicated average or above average access to technology to complete tasks.
- **Technology Training:** 35% indicated they were satisfied with training for new technologies on campus.
- **IT Support:** 65% indicated daily access to IT support was available.

Student Survey

WHC Lemoore

A student survey was conducted in May 2017, and results were tabulated for 334 students, with the majority group represented by 18–22-year-olds at 42%. The survey group included Coalinga, Lemoore, North District Center, Farm of the Future, and online attendees as one combined focus group. Results indicated that the majority of respondents, 73% of those surveyed, were from the Lemoore campus, with the majority of students attending directly from high school with the goal of transfer to a four-year university. The smallest group of respondents (2.4%) represented those individuals planning to obtain a certificate and entry into the workforce. Ten percent of respondents indicated that they were working either full- or part-time while attending WHCCD. The survey consisted of 12 questions and focused on demographics, academic goals, campus and community, physical environment, and student support services.

Within the survey group, over 50% of students indicated that they had attended four or more semesters at WHCCD.

Regarding course offerings, time of day, and online offerings, 42% of the students surveyed said the college offers the classes they want to take, 33% are able to schedule classes at preferred times, and 40% say they have the option to take preferred courses online. About 18% of students are interested in participating in an entrepreneurial center that would help them start their own businesses.

Summary of Findings

- 64% of respondents are between the ages of 16 and 25.
- 82% of respondents have met with career counselors to identify long-term educational goals.
- 73% of respondents attend WHC Lemoore.
- 68% of respondents indicate the web portal is easy to use.
- 67% of respondents indicate faculty are available for learning assistance.
- 65% of respondents have met with financial aid.
- 61% of respondents indicate technology is easily available on campus.
- 61% of respondents indicate technology is easily available at home.
- 56% of respondents have educational resources (tutors/counseling/etc.) available to them.
- 54% of respondents have attended four or more semesters.
- 42% of respondents feel the college offers the classes they are interested in.
- 40% of respondents have options to take preferred courses online.
- 33% of respondents are able to schedule preferred classes at a desired time.
- 27% of respondents indicate technology courses they are interested in are offered.





Instructional Analysis Athletics & Kinesiology

Overview

The mission of the athletics and kinesiology learning area is to:

- provide a broad-based intercollegiate athletic program that fosters the physical, intellectual, social, and emotional development of a diverse and highly skilled group of student athletes;
- provide students with the opportunity to earn an AAT or AA degree in kinesiology and to pursue their educational goals for employment or transfer;
- provide a quality educational experience in the areas of health education, kinesiology, and physical education;
- provide an opportunity for students, faculty, staff, alumni, and friends to share experiences, and by doing so, enhance the cohesiveness of campus life; and
- provide students, faculty, and staff with health and wellness opportunities through the “Fitness Connection,” a fitness center available for use on a low-fee semester-by-semester basis.

The athletics program currently focuses on men’s and women’s sports, including men’s cross-country, golf, soccer, and wrestling, along with women’s basketball, cross-country, golf, and soccer. Based on the athletic program review and discussions with the Athletics Department and Board of Trustees, women’s volleyball and men’s basketball will be added in Fall 2018, while both cross-country teams will be suspended.

The kinesiology programs also provide members of a diverse student body with the opportunity to participate in activities through physical education training and allow students, faculty, staff, alumni, and friends the opportunity to share in the common experiences of pride, vitality, and cohesiveness resulting from these programs.

Program expansion areas envisioned by the learning area are being designed to meet the demand for career pathways in athletic training, fitness education, personal training, coaching, and officiating, offering opportunities for both new certificates, stacking certificates, and four-year physical education transfer degrees. Additionally, new curriculum is being envisioned in health education, kinesiology, and physical education activity classes.



Instructional Analysis

Athletics & Kinesiology

Objective	Implementation	Link to District Strategic Plan
Curriculum		
<ul style="list-style-type: none"> Develop and implement kinesiology career technical education program. 	<ul style="list-style-type: none"> Implement career technical education program to meet increased demand. 	Goals 2.1, 4.4, 5.4
<ul style="list-style-type: none"> Develop and implement public health career technical education program focused on health promotions specialist with transfer to Fresno State. 	<ul style="list-style-type: none"> Implement career technical education program to meet increased demand generated from Affordable Care Act. 	Goals 2.1, 4.4, 5.4
<ul style="list-style-type: none"> Develop and implement public health career technical education program focused on public health education. 	<ul style="list-style-type: none"> Implement career technical education program to meet increased demand generated from Affordable Care Act. 	Goals 2.1, 4.4, 5.4
<ul style="list-style-type: none"> Develop new course offerings to meet current demands. 	<ul style="list-style-type: none"> Increase student success with expanded curricular opportunities. 	Goals 2.1, 5.4
<ul style="list-style-type: none"> Expand physical education individual, team, and indoor/outdoor course offerings to broaden curriculum. 	<ul style="list-style-type: none"> Increase student success with expanded curricular opportunities. Enhance curricular opportunities for students with outreach into community. 	Goal 2.1 Goal 2.1
<ul style="list-style-type: none"> Increase and expand sanctioned intercollegiate athletics programs. 	<ul style="list-style-type: none"> Enhance curricular opportunities for students. 	Goal 2.1
<ul style="list-style-type: none"> Develop and implement stackable certificates for transfer to four year university. 	<ul style="list-style-type: none"> Provide stackable certificates to increase student transfer rates and performance 	Goals 1.7, 2.1, 5.4
<ul style="list-style-type: none"> Broaden certificate offerings. 	<ul style="list-style-type: none"> Offer certificate programs that correlate with student success and fill regional jobs. 	Goals 2.1, 5.4
Instructional Design & Delivery		
<ul style="list-style-type: none"> Reprogram highly underutilized team rooms to physical education classrooms for career technical education, kinesiology, and health programs 	<ul style="list-style-type: none"> Improve instructional environments. 	Goals 2.1, 2.2

Objective	Implementation	Link to District Strategic Plan
<ul style="list-style-type: none"> Expand existing fitness center space to accommodate larger FTES-generating classes, team use, and high school (MOA) classes (consider relocating athletic offices to accommodate adjacency). 	<ul style="list-style-type: none"> Expand usage to implement new programs. 	Goals 2.1, 2.2
Physical Environment		
<ul style="list-style-type: none"> Improve arena with upgrades to score board, sound system, setup for championship volleyball, arena divider, mechanized bleachers, and floor protection. <p>Arena floor markings need to be clarified, and electrical floor outlets on arena floor require upgrade (trip and safety hazards).</p>	<ul style="list-style-type: none"> Increase usage, performance, and student safety. 	Goal 2.1
<ul style="list-style-type: none"> Upgrade fields, which do not meet intercollegiate sports standards. 	<ul style="list-style-type: none"> Upgrade field areas to comply with sports standards. Repair outdoor infrastructure, including lighting, re-grading and smart irrigation controls (Preference is to move to FIFA synthetic turf requirement to maximize usage). Contact US Soccer Foundation for “safe places to play grants,” which could provide a funding source for Improvements (https://ussoccerfoundation.org/grants/application-process). 	Goals 2.1, 5.4
<ul style="list-style-type: none"> Provide outdoor bleachers, flood lights, team benches, and officials scorer area with infrastructure on both fields to improve outdoor instructional environments. 	<ul style="list-style-type: none"> Improve instructional delivery and usage. 	Goals 2.1, 5.4
<ul style="list-style-type: none"> Relocate wrestling program. Currently program is located in a separate building some distance from the arena. 	<ul style="list-style-type: none"> Improve instructional delivery with adequate resources adjacent including restroom, storage and shower facilities. 	Goals 2.1, 5.4
<ul style="list-style-type: none"> Secure lockable, waterproof storage for outdoor equipment. 	<ul style="list-style-type: none"> Provide adjacent to field areas. 	Goals 3.1, 3.2

Instructional Analysis

Athletics & Kinesiology

Objective	Implementation	Link to District Strategic Plan
Faculty Retention, Recruiting, & Professional Development		
<ul style="list-style-type: none"> Develop faculty and staff wellness program. 	<ul style="list-style-type: none"> Increase faculty and staff retention and performance. 	Goals 1.4, 2.1
Campus & Community		
<ul style="list-style-type: none"> Increase opportunities for participation in athletics. 	<ul style="list-style-type: none"> Expand scholarship program. 	Goals 5.1, 5.4
<ul style="list-style-type: none"> Offer gym membership to community to generate revenue and outreach, with expanded amenities including outdoor sports areas (soccer fields, marked jogging trails etc). 	<ul style="list-style-type: none"> Increase community access and increase visibility to campus programs and educational opportunities. 	Goals 1.4, 2.1
<ul style="list-style-type: none"> Improve way finding and branding campus-wide, including arena and fields, rooms in the physical education area (including arena, classrooms, and restrooms). 	<ul style="list-style-type: none"> Provide a unique campus identity that brands the college. 	Goals 1.4, 2.1
Regional & Community Partnerships		
<ul style="list-style-type: none"> Expand area required to accommodate multiple space demands for shared use with Middle College High School. 	<ul style="list-style-type: none"> Expand fitness spaces to increase curricular growth and to navigate existing scheduling challenges. 	Goal 2.1

Instructional Analysis

Arts & Letters

Overview

The arts and letters programs offered at WHC Lemoore are dedicated to educating and preparing students for transfer and associate degree programs, as well as providing basic skills for certificate and career technical programs. The curriculum is primarily focused on liberal arts with an emphasis on associate degree programs designed to provide the opportunity to earn an associate degree with specialization in areas of the student's choice.

Educational challenges within the learning area include providing basic skills English as well as English as a Second Language (ESL) courses to better serve the local community, student, and adult learner populations. As curriculum and instruction have evolved, the course work has begun to focus on software-based support programs as well as individual, small group, and large group instruction. In the area of English, faculty have adopted a corequisite model of instruction, which allows students to complete required English courses with greater success. Flexible learning environments that allow for collaboration in the classroom are needed to provide enhanced curriculum models, such as flipped instruction, to support student success. In addition, hybrid and online courses require additional instructor training to create successful programs with nuanced instructional delivery that are inclusive of both asynchronous and synchronous learning to allow students to receive feedback in real time.



Instructional Analysis

Arts & Letters

Objective	Implementation	Link to District Strategic Plan
Curriculum		
<ul style="list-style-type: none"> ● Build curriculum in tandem with local middle and high schools to encourage college readiness. 	<ul style="list-style-type: none"> ● Increase student success, retention, and completion. 	Goals 1.7, 2.1
<ul style="list-style-type: none"> ● Assess existing course offerings and implement new degrees and certificates. 	<ul style="list-style-type: none"> ● Increase enrollment and completion. 	Goals 1.7, 2.1
<ul style="list-style-type: none"> ● Increase noncredit English as a Second Language (ESL) and basic skills course offerings. 	<ul style="list-style-type: none"> ● Increase student success, retention, and completion. 	Goals 1.7, 2.1
<ul style="list-style-type: none"> ● Implement multiple measures for student placement. 	<ul style="list-style-type: none"> ● Improve Retention, Time to Completion, and Student Success. 	Goals 1.3a, 1.3b, 1.4
Instructional Design and Delivery		
<ul style="list-style-type: none"> ● Provide flexible course scheduling options to include short-term, weekend, evening, and distance learning. 	<ul style="list-style-type: none"> ● Improve retention and time to completion. 	Goals 1.5, 1.8, 2.2
<ul style="list-style-type: none"> ● Provide more diverse and flexible course scheduling for general education coursework fulfillment. 	<ul style="list-style-type: none"> ● Improve time to completion, student success, and retention. 	Goals 1.5, 1.8
<ul style="list-style-type: none"> ● Improve technology and instructional delivery for English/basic skills courses and continue to expand open educational resources (OER). 	<ul style="list-style-type: none"> ● Improve student engagement and retention and reduce cost of attendance. 	Goals 1.2b, 1.2c, 1.3a
Student & Support Services		
<ul style="list-style-type: none"> ● Require all students to have an educational plan. 	<ul style="list-style-type: none"> ● Improve time to completion. 	Goals 1.1, 1.5
<ul style="list-style-type: none"> ● Develop and implement wraparound support services for English and other basic skills courses. 	<ul style="list-style-type: none"> ● Improve student success, retention, completion rates, and time to completion. 	Goal 2.2

Objective	Implementation	Link to District Strategic Plan
Physical Environment		
<ul style="list-style-type: none"> ● Provide adequate number of additional classrooms with capacity for 50+ students. 	<ul style="list-style-type: none"> ● Meet needs of students for desired courses and increase completion rates. 	Goals 2.1, 2.2
<ul style="list-style-type: none"> ● Create collaborative learning spaces for classroom-based and internet-based group work. 	<ul style="list-style-type: none"> ● Improve student access. 	Goals 1.4, 2.1, 2.2
<ul style="list-style-type: none"> ● Create spaces that allow for lecture, lab, studio, production, and presentation in one contiguous space for arts program. 	<ul style="list-style-type: none"> ● Improve student success, instructional delivery, and flexibility of course offerings. 	Goals 1.4, 2.1, 2.2
Faculty Retention, Recruiting, & Professional Development		
<ul style="list-style-type: none"> ● Improve training (professional development) for new technology and software. 	<ul style="list-style-type: none"> ● Improve faculty retention and instructional delivery. 	Goals 1.4, 4.2
Campus & Community		
<ul style="list-style-type: none"> ● Create accessible, welcoming campus environment that includes comprehensive signage with ease of navigation to instructional areas, student services, and community resources. 	<ul style="list-style-type: none"> ● Increase college visibility and use by community members. 	Goals 1.1, 1.5, 2.1, 3.3
<ul style="list-style-type: none"> ● Strengthen outreach to students via social media. 	<ul style="list-style-type: none"> ● Increase student enrollment, student success, and retention. 	Goals 1.1, 1.5, 2.1, 3.3
Regional & Community Partnerships		
<ul style="list-style-type: none"> ● Engage learning area faculty in regional communities of practice focused on teacher preparation with community college and four-year university partners. 	<ul style="list-style-type: none"> ● Strengthen instructor prep pipeline across region. 	Goals 1.4, 2.1

Instructional Analysis

Arts & Letters

Objective	Implementation	Link to District Strategic Plan
<ul style="list-style-type: none"> ● Build curriculum in tandem with local middle and high schools to encourage college readiness. 	<ul style="list-style-type: none"> ● Improve community relations and partnerships with K-12 districts. ● Increase student success, retention, and completion. ● Increase the college-going rate of secondary graduates. 	Goals 1.4, 2.1
Information Technology & Communication		
<ul style="list-style-type: none"> ● Improve front-of-classroom technology with instructional tools that are easy to use and administer, including smart podium solutions in instructional spaces. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4
<ul style="list-style-type: none"> ● Improve training (professional development) and timing of roll-out for new technology and software. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 2.1
<ul style="list-style-type: none"> ● Engage learning area faculty in evaluation of emerging learning software options to ensure alignment with current educational models. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4

Instructional Analysis

Career Technical Education

Overview

Career technical education (CTE) offered at WHC Lemoore includes a broad spectrum of educational opportunities dedicated to educating and preparing students for careers, including transfer and associate degree programs, certificates, stackable certificates, and contract training opportunities. These programs provide students of all ages with academic and technical skills, knowledge, and training necessary to succeed in future careers. CTE prepares students by introducing them to workplace competencies, reinforced by academic content and hands-on experience. In addition, WHC Lemoore assesses basic competencies for each student and, where needed, provides additional educational requirements to establish basic competencies required for any job, including math and English skills.

The current CTE programs offered include administration of justice, business, computer information systems, cooperative work experience, and hospitality management.

The learning area is exploring new programs to expand CTE in emerging disciplines that have an increased labor market need in the region, including agriculture, fitness centers, manufacturing, engineering technology, automation, and entrepreneurship pathways.

The CTE programs at WHC Lemoore represent a dynamic and evolving curriculum with significant new growth potential. The district recently created a position for CTE dean and is in a period of ramping up to establish a stronger partnering relationship with local community leaders to forecast and respond to regional workforce demands.



The strength of the CTE programs will embody a combined partnering and outreach strategy, with instructional programs that provide just-in-time training, along with a new, comprehensive WIN Center centrally located on campus. The WIN Center will be run through the office of the CTE dean and will be the complementary component to education, creating an active resource center on campus for jobs, job placement, recruiting, local industry workshops, leadership forums, internships, externships, interviews, and career assessment.

Instructional Analysis Career Technical Education

Objective	Implementation	Link to District Strategic Plan
Curriculum		
<ul style="list-style-type: none"> ● Provide additional flexible course scheduling options, including short-term, weekend, evening, and distance learning. 	<ul style="list-style-type: none"> ● Improve student ability to rotate into program. 	Goals 1.4, 1.5
<ul style="list-style-type: none"> ● Develop and implement a food safety BS program. 	<ul style="list-style-type: none"> ● Respond to local workforce demands. 	Goals 1.4, 2.1
<ul style="list-style-type: none"> ● Align with emerging regional economies and create cohort numbers based on LMI and transfer priorities. <ul style="list-style-type: none"> - Create cohorts based on industry/regional demand. - Generate sections for students in prioritized sectors. - Require pathways for each degree. - Embed CWEE in each new program where appropriate. 	<ul style="list-style-type: none"> ● Increase response to emerging demands with educational opportunities that are just in time. ● Increase student preparation for success in real-world work situations. 	Goals 1.4, 2.1, 5.1, 5.4
<ul style="list-style-type: none"> ● Offer noncredit basic skills training. <ul style="list-style-type: none"> - Offer as corequisite contextualized with the cohort for students behind in skill level. 	<ul style="list-style-type: none"> ● Reinforce student success with necessary skills to compete and be workforce ready. 	Goals 1.2a, 1.2b, 1.2c, 5.1, 5.4
<ul style="list-style-type: none"> ● Develop new programs in growth sectors. <ul style="list-style-type: none"> - Advanced manufacturing. - Agriculture business and marketing. - Entrepreneurship and self-employment. - Education pathways. 	<ul style="list-style-type: none"> ● Increase career technical education programs and identity as central to curriculum, including expanded enrollment and response to regional in-demand careers. 	Goals 1.4, 2.1, 5.1, 5.2, 5.3
<ul style="list-style-type: none"> ● Improve direct response to labor market demands. 	<ul style="list-style-type: none"> ● Create programs that are relevant and up to date, and designed in conjunction with industry partners to meet regional demands. 	Goals 1.4, 2.1, 5.1, 5.2, 5.3
<ul style="list-style-type: none"> ● Provide opportunities for industry certifications for students. 	<ul style="list-style-type: none"> ● Increase career preparedness for students and industry alignment for career technical education programs. 	Goals 1.4, 2.1, 5.1, 5.2, 5.3
<ul style="list-style-type: none"> ● Provide digital badging infrastructure for competitors of WBL opportunities. 	<ul style="list-style-type: none"> ● Increase WHC Lemoore brand, including increased enrollment and completion. 	Goals 1.4, 2.1, 5.1, 5.2, 5.3

Objective	Implementation	Link to District Strategic Plan
Instructional Design and Delivery		
<ul style="list-style-type: none"> ● Improve direct response to labor market demands. 	<ul style="list-style-type: none"> ● Increase programs that are relevant and timely, that are designed in conjunction with industry partners to meet regional demands. 	Goals 5.1, 5.3, 5.4, 5.5
<ul style="list-style-type: none"> ● Provide flexibility in course scheduling options, including short-term, weekend, evening, and distance learning. 	<ul style="list-style-type: none"> ● Improve retention and time to completion. 	Goals 1.5, 1.8, 2.2
<ul style="list-style-type: none"> ● Provide more diverse and flexible course scheduling for program completion. 	<ul style="list-style-type: none"> ● Improve time to completion, student success, and retention. 	Goals 1.5, 1.8
<ul style="list-style-type: none"> ● Incorporate industry-standard technology into instructional design for career technical education courses; continue to expand open educational resources (OER). 	<ul style="list-style-type: none"> ● Improve student engagement and retention and reduce cost of attendance. 	Goals 1.2b, 1.2c, 1.3a
Student & Support Services		
<ul style="list-style-type: none"> ● Provide WIN Center: Centrally locate new WIN Center to complement CTE program and resources by creating work-based learning hub on campus for industry point of contact, internships, development of soft skills, career counseling, industry spotlights, job placement, sector conversation, testing certifications, interview skills, career planning, résumé support, and PLA portfolio development. 	<ul style="list-style-type: none"> ● Provide active home for career technical education dean and staff: Resource for regional industry on campus and resource for students and community for job placement. ● Create accessibility to career readiness profiles, including résumés, cover letters, etc. ● Create tech hub for students that provides business services to community. ● Create virtual and physical spaces for student engagement. 	Goals 5.2, 5.5
<ul style="list-style-type: none"> ● Provide Online Career Videos: Describe pathways, including interviews with professionals in the field who can articulate the work environment, salary, stacking certificates, and challenges/benefits of the career. 	<ul style="list-style-type: none"> ● Provide early outreach to prevent students from enrolling in programs they don't yet fully understand: Prevent students from dropping out of program without alternate pathway. ● Develop student flight plans: Prepare students for interviews and work-based learning opportunities as they arise. 	Goals 5.1, 5.2, 5.4, 5.5

Instructional Analysis Career Technical Education

Objective	Implementation	Link to District Strategic Plan
<ul style="list-style-type: none"> Require all students to have an educational plan and a career readiness plan. 	<ul style="list-style-type: none"> Improve time to completion and soft skills acquisition. 	Goals 1.1, 1.5
<ul style="list-style-type: none"> Develop and implement a “case management” approach to work-based learning and certificate/degree completion. 	<ul style="list-style-type: none"> Improve student success, retention, completion rates, and time to completion, Increase industry partner participation in career technical education, and other programs. 	Goal 2.2
<p>Physical Environment</p>		
<ul style="list-style-type: none"> Create collaborative learning spaces for In-person and internet-based group work. 	<ul style="list-style-type: none"> Improve student success. 	Goals 1.4, 2.1, 2.2
<ul style="list-style-type: none"> Create spaces that provide for lecture, lab, production, and presentation in one space. 	<ul style="list-style-type: none"> Improve student success, instructional delivery, and flexibility of course offerings. 	Goals 1.4, 2.1, 2.2
<ul style="list-style-type: none"> Explore emerging technology and equipment required for career technical education disciplines (current and growth areas), to comply with industry-standard certifications. 	<ul style="list-style-type: none"> Create industry-relevant instruction with defined course/ program outcomes. 	Goals 1.4, 2.1, 2.2
<p>Regional & Community Partnerships</p>		
<ul style="list-style-type: none"> Establish comprehensive partnerships with local industry to include expansion of existing advisory committee, WBL presence on campus, and increased opportunities for students with employer mentors. 	<ul style="list-style-type: none"> Increase enrollment and provide regional job skills for in-demand careers. 	Goals 2.1, 3.1, 3.2
<ul style="list-style-type: none"> Build partnerships with local middle and high schools and naval air station to align curriculum; generate early onboarding; and employ trackable, measurable system for evaluating performance. 	<ul style="list-style-type: none"> Establish and improve partnerships with K–12 districts. Increase student success, retention, and completion. 	Goals 2.1, 3.1, 3.2
<ul style="list-style-type: none"> Build new career technical education programs in concert with high schools to increase enrollment in new programs. 	<ul style="list-style-type: none"> Increase student success, retention, and completion. Improve time to completion. 	Goals 2.1, 3.1, 3.2
<p>Information Technology & Communication</p>		
<ul style="list-style-type: none"> Improve front-of-classroom technology with teaching tools that are easy to use and administer, including smart podiums in each classroom. 	<ul style="list-style-type: none"> Improve instructional delivery. 	Goal 1.4

Objective	Implementation	Link to District Strategic Plan
<ul style="list-style-type: none"> ● Improve training (professional development) and timing for roll-out of new technology and software. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4
<ul style="list-style-type: none"> ● Engage learning area faculty in evaluation and acquisition of software to ensure alignment with current workforce models. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4
<ul style="list-style-type: none"> ● Explore technology requirements for emerging career technical education pathways, including software/ hardware and online instructional tools. 	<ul style="list-style-type: none"> ● Create industry-relevant instruction with defined course/ program outcomes. 	Goals 1.4, 5.1, 5.2, 5.4, 5.5
Campus & Community		
<ul style="list-style-type: none"> ● Create accessible, welcoming campus environment that includes signage and easy navigation of buildings, services, and community resources. 	<ul style="list-style-type: none"> ● Increase college visibility and use by community. ● Increase enrollment, student success, and retention. 	Goals 1.1, 1.5, 2.1, 3.3, 5.4, 5.5
<ul style="list-style-type: none"> ● Strengthen outreach to current and prospective students via social media and other outreach channels. 	<ul style="list-style-type: none"> ● Increase enrollment, student success, and retention. 	Goals 1.1, 1.5, 2.1, 3.3, 5.4, 5.5
<ul style="list-style-type: none"> ● Create a culture of soft skill acquisition through work-based learning, project-based learning, and case management strategies. 	<ul style="list-style-type: none"> ● Improve student reputation in the community. ● Improve retention, completion rates, and time to completion. ● Increase relevance for students regardless of their declared major. 	Goals 1.1, 1.5, 2.1, 3.3, 5.4, 5.5
Faculty Retention, Recruiting, & Professional Development		
<ul style="list-style-type: none"> ● Improve training (professional development) for new technology, software, and instructional strategies. 	<ul style="list-style-type: none"> ● Improve faculty retention and instructional delivery. 	Goals 1.4, 5.1
<ul style="list-style-type: none"> ● Strengthen career technical education advisory committee and business partner impact, input, and engagement on campus and in the classroom. 	<ul style="list-style-type: none"> ● Create industry-relevant instruction and outcomes and ensure curriculum currency. ● Engage advisory committee on industry-centered new program development. 	Goals 5.1, 5.2, 5.3, 5.4, 5.5
<ul style="list-style-type: none"> ● Explore opportunities for faculty externships to maintain instructional relevance in career tech disciplines. 	<ul style="list-style-type: none"> ● Provide industry-relevant instruction and outcomes, as well as improved connections to business and industry. 	Goals 1.4, 5.1
<ul style="list-style-type: none"> ● Explore methods to increase the pool of qualified career technical education instructors with relevant education and industry experience. 	<ul style="list-style-type: none"> ● Increase ability to offer new and emerging instruction related to career technical education that is responsive to labor market demands and industry requests. 	Goals 1.4, 5.1, 5.2, 5.3, 5.4, 5.5



Instructional Analysis

Health Careers

Overview

Allied health career programs at WHC Lemoore are dedicated to educating providers of health care to support community health care outcomes and provide safe, effective, competent care to members of the community they serve. The curriculum in the health careers program is designed to provide both certificates and associate degrees designed to respond to the regional demands of the Lemoore service area. In addition, some health career programs are designed to provide associate degrees for students planning for transfer to a four-year university.

The current programs offered are unable to meet the demand from the regional area, as new and emerging allied health professions are on the rise both regionally and nationally. In addition, student demand for courses in these areas is high, with inadequate offerings and student preparation with basic math and English skills to qualify for the program. A proper response to forecasted growth and demand in these areas must include associate and certificate programs, as well as adequate curriculum and instruction available to meet the demands for higher skill-level health career jobs with expanded transfer degree opportunities for four-year college-bound students.

Certificate programs in the health careers learning area are largely full-time programs on campus and represent signature programs for the college. With demand exceeding course offerings, the program is capable of growth and there is the desire to double the size of the program, which will require larger, more centralized facilities with shared zones where multiple programs can utilize common resources.

In conjunction with this expanding program, increased STEM is intended for the campus. Access to shared collaboration zones, lab, and lecture space would provide enhanced alignment for students intending to transfer to four-year college opportunities.



Educational challenges within the certificate-based learning area include basic skills English and math for incoming students. It is recommended that remedial skills courses be added to the required curriculum to bolster student success earlier in the program. In addition, state testing for nursing certification has evolved over time, and simulation lab equipment is currently out of date and inflexible for high-fidelity simulation requiring mobile mannequins and varied, flexible simulation exercises.

Instructional Analysis

Health Careers

Objective	Implementation	Link to District Strategic Plan
Curriculum		
<ul style="list-style-type: none"> ● Explore new allied health career technical education certificate programs to respond to regional labor demand. 	<ul style="list-style-type: none"> ● Provide certificate of achievement for students in job areas that do not require accreditation from an external partner. 	Goal 2.1
<ul style="list-style-type: none"> ● Evaluate capacity for increasing LVN to RN bridge program. 	<ul style="list-style-type: none"> ● Provide framework to reach regional demand. 	Goal 2.1
<ul style="list-style-type: none"> ● Expand and enlarge EMT and paramedics program: Program capable of substantial growth to meet regional demand. 	<ul style="list-style-type: none"> ● Expand outreach with area high schools to include curriculum alignment and dual enrollment where feasible. 	Goal 2.1
<ul style="list-style-type: none"> ● Expand and enlarge certified nursing assistant (CNA) program: Program capable of substantial growth to meet regional demand 	<ul style="list-style-type: none"> ● Meet demand for regional jobs. 	Goal 2.1
<ul style="list-style-type: none"> ● Retool medical assistant program: Significant demand for upcoming health careers jobs; need to pass rule of seven. 	<ul style="list-style-type: none"> ● Meet demand for regional jobs. 	Goals 2,1, 4.4
<ul style="list-style-type: none"> ● Initiate new programs for higher-level health careers students: Designed for transfer to four-year programs. 	<ul style="list-style-type: none"> ● Prepare students for four year transfer and higher level health career opportunities to meet ongoing industry demands. 	Goals 2.1, 4.4
<ul style="list-style-type: none"> ● Implement curriculum review of program. 	<ul style="list-style-type: none"> ● Align to BRN requirements and industry standards. 	Goals 1.3a, 1.3b
<ul style="list-style-type: none"> ● Explore potential for articulation credit with local high schools. 	<ul style="list-style-type: none"> ● Allow students to begin program in high school, increase FTES, and advance student success to certification. 	Goal 3.3
<ul style="list-style-type: none"> ● Review prerequisite and entry requirements for allied health programs. 	<ul style="list-style-type: none"> ● Increase student success rate early in program. ● Prevent students from falling behind in program: Avoid students entering program not prepared with basic skills necessary to fulfill the job requirements. ● Increase articulation agreements with four year universities to accelerate time to complete a bachelor of science degree in nursing. 	Goal 1.4
Instructional Design and Delivery		
<ul style="list-style-type: none"> ● Explore and implement a plan to upgrade simulation equipment. 	<ul style="list-style-type: none"> ● Align with testing standards: Explore potential partnership with local hospital for high-fidelity training and co-sponsorship. 	Goal 1.4

Objective	Implementation	Link to District Strategic Plan
<ul style="list-style-type: none"> ● Provide high-fidelity technician to serve allied health program. (New equipment is expensive with level of complexity to administer simulations.) 	<ul style="list-style-type: none"> ● Increase longevity for high cost equipment. 	Goal 1.4
<ul style="list-style-type: none"> ● Evaluate opportunities for weekend programs. Consider seven to eight course offerings (nursing, EMT, sciences, and STEM overflow). 	<ul style="list-style-type: none"> ● Expand opportunities to recruit working professionals qualified to teach health and science courses and connect with student populations with workweek jobs. Provide opportunities to expand access to qualified professionals to fill positions in growing career sectors. 	Goals 1.4, 3.1, 3.2
<p>Student & Support Services</p>		
<ul style="list-style-type: none"> ● Provide online career videos. Describe the pathway, including interviews of professionals in the field who can articulate the work environment, salary, stacking certificates, and challenges/benefits of the career, 	<ul style="list-style-type: none"> ● Provide early outreach to prevent students from enrolling in a program they do not fully understand. Prevent students from dropping out of program without alternate pathway. 	Goals 5.1, 5.2, 5.4, 5.5
<p>Physical Environment</p>		
<ul style="list-style-type: none"> ● Relocate program on campus for STEM adjacency and shared-use facilities. 	<ul style="list-style-type: none"> ● Expand program for full-time students at heart of campus. Locate with adjacency to science and psychology programs to establish a more robust learning community with opportunities for shared collaboration space and broader future STEM outreach that includes medical component. 	Goal 1.4
<ul style="list-style-type: none"> ● Provide flexible growth space and access to large lecture labs that can accommodate 40-50 students. 	<ul style="list-style-type: none"> ● Create shared zones for nursing, EMT, and paramedic programs to increase shared use of resources, maximize efficiency, and increase collaboration opportunities. 	Goal 2.1
<ul style="list-style-type: none"> ● Provide flexible learning lab environments. 	<ul style="list-style-type: none"> ● Provide labs with easily movable furniture to generate simulation environments needed for state testing and allow for flexible teaming and collaboration. 	Goals 2,1, 5.1

Instructional Analysis

Health Careers

Objective	Implementation	Link to District Strategic Plan
<ul style="list-style-type: none"> ● Provide immediate access to flexible computer lab environments: Tutorials and testing practice are embedded in curriculum. 	<ul style="list-style-type: none"> ● Provide access to technology carts and lockable storage for all students to participate in testing lab with ease of setup and take-down. 	Goals 2,1, 5.1
Faculty Retention, Recruiting, & Professional Development		
<ul style="list-style-type: none"> ● Provide streamlined approach to hiring. The college hires from a limited job pool, with many returning faculty, with an onboarding process can take 30–60 days. 	<ul style="list-style-type: none"> ● Develop methodology to attract and retain talent. 	Goal 1.4
<ul style="list-style-type: none"> ● Generate tenured positions for incoming faculty to attract candidates: College is challenged by professional jobs in fields that pay more than education jobs. 	<ul style="list-style-type: none"> ● Develop methodology to attract and retain new talent. 	Goal 1.4
Campus & Community		
<ul style="list-style-type: none"> ● Provide options for students to gather and study outside the classroom. 	<ul style="list-style-type: none"> ● Provide adjacencies to collaborate with other programs. ● Expand learning area opportunities for mentoring, Independent study, and cross-collaboration. 	Goal 1.4
Regional & Community Partnerships		
<ul style="list-style-type: none"> ● Expand regional collaboration and curriculum development. 	<ul style="list-style-type: none"> ● Establish and leverage broader community partnerships. ● Collaborate with local middle schools: Engage early STEM education to develop interest in medical careers. 	Goals 5.2, 5.4, 5.5
Information Technology & Communication		
<ul style="list-style-type: none"> ● Provide ample access to computer lab or tablet/laptop carts for tutorials that are required as part of curriculum. 	<ul style="list-style-type: none"> ● Increase completion and success rates on standardized tests. 	Goals 2.1, 4.2, 4.3

Instructional Analysis

Math & Science

Overview

The math and science learning area at WHC Lemoore is dedicated to educating and preparing students for transfer and associate degree programs, as well as providing basic skills for certificate and career technical programs. The curriculum provides an area of emphasis for students who wish to develop a broad knowledge base while focusing on core mathematics and scientific skills useful for their intended transfer major. Natural science courses examine the physical universe, including its life forms and structural and natural phenomena that govern the universe. Mathematics courses emphasize the development of mathematics and quantitative reasoning skills beyond the level of intermediate algebra, developing a quantitative framework for analysis of scientific principles. Students gain comprehension of the integrated nature of mathematics and the sciences and are able to execute experimental methods, assessment, and interpretation of scientific principles.

The college will continue to emphasize and develop partnering programs with regional middle schools and high schools to establish a STEM-based program that will prepare students for ease of transfer, in addition to designing dual enrollment programs that bring high school students onto campus early to increase student success rates. In addition, programs such as Bitwise, robotics, coding, and programming are desirable to enhance transfer-based programs and certificate programs applicable to local jobs.

Educational challenges within the learning area include providing basic skills math as a requirement for certificate and career tech programs. These certificate-based programs frequently require that remedial skills and basic skills be part of any curriculum to help students to be successful both in the classroom and in jobs. All students will be assessed for their skill level at onboarding, and math skills will be required for all as a condition for entry-level enrollment.



Instructional Analysis

Math & Science

Objective	Implementation	Link to District Strategic Plan
Curriculum		
<ul style="list-style-type: none"> Assess and implement new degrees and certificates. 	<ul style="list-style-type: none"> Increase enrollment and completion. 	Goals 1.7, 2.1
<ul style="list-style-type: none"> Develop and implement emerging programs. <ul style="list-style-type: none"> Create STEMM program with curriculum alignment to regional middle schools and high schools. Investigate robotics, coding, and biomedical programs aligned with careers of the future. 	<ul style="list-style-type: none"> Develop curriculum content that bridges high school to community college transfer link. Leverage emerging technologies to attract high school students seeking transfer to a four year university. 	Goals 1.1, 2.1, 3.3
<ul style="list-style-type: none"> Promote dual enrollment for Middle College High School program and local high schools. 	<ul style="list-style-type: none"> Use early onboarding to improve high school students enrollment. 	Goals 1.1, 2.1, 3.3
<ul style="list-style-type: none"> Design and implement curriculum for math pathways specific to STEM, non-STEM, and transfer degree student populations. 	<ul style="list-style-type: none"> Increase enrollment and improve student success and time to completion. 	Goals 1.1, 2.1, 3.3
Instructional Design and Delivery		
<ul style="list-style-type: none"> Provide flexible course scheduling options that include short-term, weekend, evening, and distance learning. 	<ul style="list-style-type: none"> Improve student retention and time to completion. 	Goals 1.5, 1.8, 2.2
<ul style="list-style-type: none"> Incorporate technology into instructional design for math and science courses and continue to expand open educational resources (OER). 	<ul style="list-style-type: none"> Improve student engagement and retention. Reduce cost of attendance. 	Goals 1.2b, 1.2c, 1.3a
Student & Support Services		
<ul style="list-style-type: none"> Implement multiple measures for student placement. 	<ul style="list-style-type: none"> Improve student retention and time to completion. 	Goals 1.3a, 1.3b, 1.4
<ul style="list-style-type: none"> Develop and implement wraparound support services for English and basic skills courses. 	<ul style="list-style-type: none"> Improve student success, retention, and time to completion. 	Goal 2.2
Physical Environment		
<ul style="list-style-type: none"> Meet demand for larger lecture labs capable of serving 60–80 students. 	<ul style="list-style-type: none"> Create spaces for general education instruction that can accommodate 40-50 students. 	Goals 1.4, 2.1

Objective	Implementation	Link to District Strategic Plan
<ul style="list-style-type: none"> ● Provide flexible learning environments designed for group, project-based, and teaming exercises. 	<ul style="list-style-type: none"> ● Provide flexible furniture and flexible technology that allows for flexible learning environments designed for two, three, and four wall collaboration configurations. 	Goal 1.4, 2.1
Information Technology & Communication		
<ul style="list-style-type: none"> ● Improve front-of-classroom technology and teaching tools: Include smart podiums in each classroom with larger projection area and larger white board space for directional instruction and collaboration. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4
<ul style="list-style-type: none"> ● Create training and professional development that is synchronized with roll-out of new technology and software. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 2.1
<ul style="list-style-type: none"> ● Increase access to IT support for day, night, and weekend courses. 	<ul style="list-style-type: none"> ● Increase access to IT support for day, night, and weekend courses. 	Goal 2.1
<ul style="list-style-type: none"> ● Engage learning area faculty in evaluation and acquisition of learning software to ensure alignment with current educational models. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4
Regional and Community Partnerships		
<ul style="list-style-type: none"> ● Engage learning area faculty in regional communities of practice focused on math and science curriculum with community college and university partners. 	<ul style="list-style-type: none"> ● Strengthen teacher prep pipeline across region. 	Goals 1.4, 2.1
<ul style="list-style-type: none"> ● Build curriculum in tandem with local middle and high schools to encourage college readiness. 	<ul style="list-style-type: none"> ● Improve community relations and partnerships with K–12 districts. 	Goals 1.4, 2.1
Faculty Retention, Recruiting, & Professional Development		
<ul style="list-style-type: none"> ● Create training and professional development that is synchronized with roll-out of new technology and software. 	<ul style="list-style-type: none"> ● Increase student success, retention, and completion. ● Increase college bound rate of secondary graduates. ● Improve faculty retention and instructional delivery. 	Goals 1.4, 4.2



Instructional Analysis Social Sciences

Overview

The social science learning area at WHC Lemoore is dedicated to educating and preparing students for four-year transfer and associate degree programs, as well as providing skills for certificate-based programs. The curriculum of the learning area is primarily focused on providing a broad spectrum of course work, including history, sociology, psychology, geography, and child development. Academic programs in the social sciences are designed to prepare students for a wide range of careers, with most students within the program planning for four-year degree transfer programs.

Social science curriculum provides core course work involving both lecture and lab formats, including large lecture, classroom, small group, and practice-based work. Large lecture labs; spaces for both large and small group-based collaboration and instruction; and individual study, research, and technology tools are fundamental to providing a well-balanced, well-rounded educational experience.

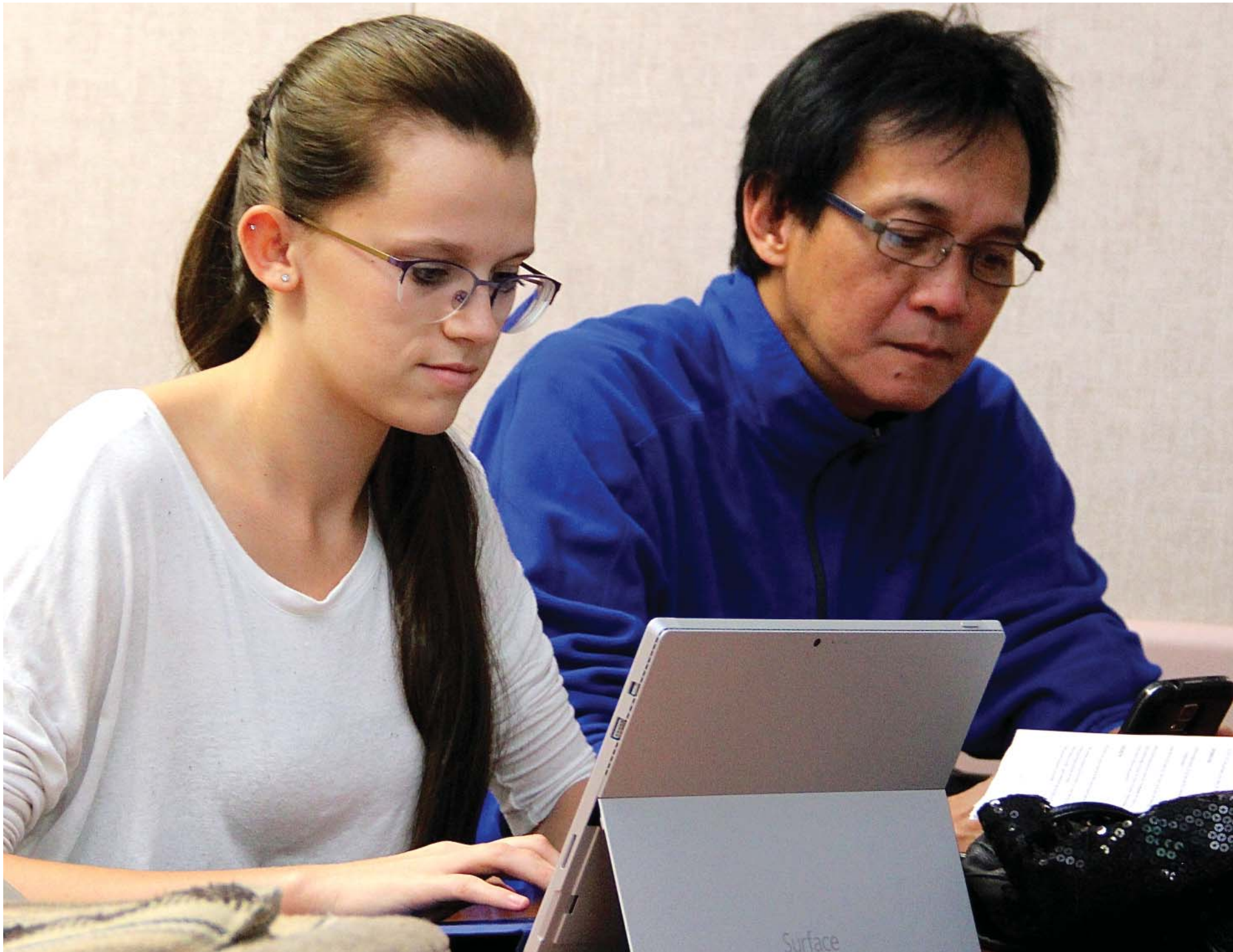
In addition, the learning area offers unique opportunities for individuals focused on the areas of child development and teaching. The campus offers a Child Development Center, which has been integrated into the instructional delivery requirements of the child development program within the college to provide hands-on learning for college students. This experimental learning experience is integral to the child development program on campus and has proved to be a valuable educational tool for college students within the program.

Instructional Analysis

Social Sciences

Objective	Implementation	Link to District Strategic Plan
Curriculum		
<ul style="list-style-type: none"> Evaluate demand for K–12 teaching bachelor’s degree; Develop and implement plan to provide K–12 teaching degree. 	<ul style="list-style-type: none"> Increase enrollment. 	Goals 1.4, 2.1
<ul style="list-style-type: none"> Provide adequate number of additional classrooms with capacity for 50+ students. 	<ul style="list-style-type: none"> Meet needs of students to enroll in required courses and increase completion rates. 	Goals 2.1, 2.2
<ul style="list-style-type: none"> Increase course offerings to meet general education and degree requirements. 	<ul style="list-style-type: none"> Increase retention and completion. 	Goals 1.4, 2.1
<ul style="list-style-type: none"> Improve coordination of course scheduling between similar disciplines and programs. 	<ul style="list-style-type: none"> Increase time to completion. 	Goal 1.4
Instructional Design and Delivery		
<ul style="list-style-type: none"> Provide flexible course scheduling options to include short-term, weekend, evening, and distance learning. 	<ul style="list-style-type: none"> Improve retention and time to completion. 	Goals 1.5, 1.8, 2.2
<ul style="list-style-type: none"> Provide more diverse and flexible course scheduling for general education fulfillment. 	<ul style="list-style-type: none"> Improve time to completion, student success, and retention. 	Goals 1.5, 1.8
<ul style="list-style-type: none"> Expand open educational resources (OER). 	<ul style="list-style-type: none"> Improve instructional delivery, student success, and time to completion. 	Goals 4.1, 4.2, 4.3, 4.4
<ul style="list-style-type: none"> Improve synchronous and asynchronous learning models to incorporate interactivity in online and hybrid instructional delivery. 	<ul style="list-style-type: none"> Improve instructional delivery and student success. 	Goals 4.1, 4.2, 4.3, 4.4
Physical Environment		
<ul style="list-style-type: none"> Create flexible classroom learning environments designed for effective group, project-based, and interactive learning. 	<ul style="list-style-type: none"> Improve instructional delivery. 	Goal 2.1

Objective	Implementation	Link to District Strategic Plan
<ul style="list-style-type: none"> ● Provide flexible learning lab environments, including areas for demonstrations and collaboration across disciplines. 	<ul style="list-style-type: none"> ● Improve instructional delivery for student success. 	Goals 1.4, 2.1
<ul style="list-style-type: none"> ● Provide adjacencies that provide for collaboration with other programs and disciplines. 	<ul style="list-style-type: none"> ● Improve instructional delivery for student success. 	Goal 1.4
<ul style="list-style-type: none"> ● Improve front-of-classroom technology with teaching tools that are easy to use and administer, including smart podiums for instructors in each classroom. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goals 1.4, 2.1
<ul style="list-style-type: none"> ● Increase number of computer labs available for student use. 	<ul style="list-style-type: none"> ● Increase student success and retention. 	Goals 1.4, 4.2
Faculty Retention, Recruiting, & Professional Development		
<ul style="list-style-type: none"> ● Improve training for roll-out of new technology and software. 	<ul style="list-style-type: none"> ● Improve faculty retention and instructional delivery. 	Goals 1.4, 4.2
Information Technology & Communication		
<ul style="list-style-type: none"> ● Improve front-of-classroom technology, including teaching tools that are easy to use and administer, including smart podiums in each classroom. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4
<ul style="list-style-type: none"> ● Improve training for roll-out of new technology and software. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4
<ul style="list-style-type: none"> ● Increase access to IT support for day, night, and weekend courses. 	<ul style="list-style-type: none"> ● Improve instructional delivery. 	Goal 1.4



Instructional Analysis Student Services

Overview

Student and support services provided on campus are currently located in the Administration and Student Services Building and are designed as a one-stop shop intended as a way for students to better navigate their educational pathway. Student services at WHC Lemoore are intended to provide a positive, easy-to-administer experience that is streamlined, transparent, and easy for students to use, engage, and manage. Following are areas where enhanced services and/or adjacencies may be provided to better accommodate the unique needs of WHC Lemoore students:

- adopt predictive analytics software that connects real-time analytics for student progress, including attendance data, matriculation history, educational plan, and other data;
- adopt course scheduling and room scheduling software that facilitates more efficient enrollment management;
- incorporate nontraditional student support services to promote added value for students, including a Veterans Resource Center, a Center for Diversity & Inclusion, and collaborative learning labs;
- develop Faculty Learning Lab to support instructional delivery training, IT training, and professional development designed to foster student success;
- establish and implement integrated outreach strategy that includes campus leadership, counselors, advisors, and learning area leaders and target regional outreach with comprehensive plans and strategies;
- streamline existing Academic Advising, Transfer Center, Financial Aid, and Admissions configuration to improve student interaction with services and free up space for additional services;
- implement Behavioral Assessment Team with student access to



mental health services through integration of the Health Services Center;

- create a Workforce Internship Network (WIN) Center designed to address economic, workforce, and community development, including job placement, recruitment, a training center, workforce development designed for industry connection, career services, and work experience;
- create a Testing Center designed to better address barriers to student success and achievement and increase overall course success rates;
- create centers for excellence on campus for student-student and student-faculty collaboration, learning, support, and study with access to resources and flex lab space;
- integrate nontraditional hours and online services into support services schedule to improve access for all students; and
- promote Reg365 and educational plans to ensure student success.

Instructional Analysis

Student Services

Objective	Implementation	Link to District Strategic Plan
Student & Support Services		
<ul style="list-style-type: none"> ● Adopt predictive analytics software that connects real-time analytical information with student performance (student history, admissions, attendance, matriculation history, education plans, etc.). Software will provide framework for integrated use, including counselors, advisors, financial aid, administration, learning area leadership, and faculty. 	<ul style="list-style-type: none"> ● Provide real-time dashboard access to comprehensive student records: Provide tools to aid in student success including analytic information to forecast performance outcomes. 	<p>Goals 1.1, 1.4, 1.5, 1.8, 1.9, 2.1</p>
<ul style="list-style-type: none"> ● Adopt course scheduling and room scheduling software that facilitates more efficient enrollment management, including admissions and open enrollment with real-time results, along with forecasting of long-range staffing demands. 	<ul style="list-style-type: none"> ● Increase efficiency: Provide quick response to course registration demands and reduce human error: Create streamlined inventory of room availability and facilitate rapid response to course demand. 	<p>Goals 2.1, 2.2</p>
<ul style="list-style-type: none"> ● Generate comprehensive outreach plan, define outreach task force, and track performance: Present a unified, defined approach to industry leaders, local middle and high schools, Leprino Foods, Naval Air Station, etc. 	<ul style="list-style-type: none"> ● Increase efficiency: Improve and administer direct approach to outreach success with targeted, obtainable goals; and improve relationships with high schools, business, and industry. 	<p>Goals 2.1, 3.1, 3.2, 3.3</p>
<ul style="list-style-type: none"> ● Create task force for emerging and regional careers: Track and evaluate emerging careers and regional career innovation opportunities, including workforce and contract training jobs, through an integrated team that includes campus leadership, counselors, advisors, and learning area and CTE experts. 	<ul style="list-style-type: none"> ● Improve predictability of FTES for new and emerging programs: Increase forecasting and curriculum development with more predictable attendance outcomes. 	<p>Goals 5.4, 5.5</p>
<ul style="list-style-type: none"> ● Evaluate semester system, short-term and accelerated short-term scheduling options to benefit transfer students, adult learners, and nontraditional students. 	<ul style="list-style-type: none"> ● Provide scheduling that supports students. 	<p>Goals 1.4, 1.5, 2.1, 3.1, 3.2, 3.3</p>
<ul style="list-style-type: none"> ● Provide online access tabs to career pathways: Include “new to college” tabs and career videos with industry professionals talking about their jobs. 	<ul style="list-style-type: none"> ● Improve student success: Equip students with information to better understand the challenges and opportunities afforded by different career pathways, and improve student misalignment with career tech and specialized programs. 	<p>Goals 1.4, 5.1, 5.2, 5.3, 5.4</p>
<ul style="list-style-type: none"> ● Improve availability of evening and weekend access to support services: Improve access for nontraditional students, including those in career technical education programs, evening, and weekend programs, and provide online access and/or in-person access. 	<ul style="list-style-type: none"> ● Provide equal access for all: Work to promote increased success rates for career technical education students, adult learners, and evening and weekend learners with better access to financial aid assistance and career mentoring and guidance. 	<p>Goals 1.4, 3.1, 3.2, 5.1, 5.4</p>

Objective	Implementation	Link to District Strategic Plan
Instructional Design and Delivery		
<ul style="list-style-type: none"> Streamline online presence with improved navigation and tabs for student pathways and support. 	<ul style="list-style-type: none"> Create ease of access for users to obtain substantial online content with adequate tabs and definitions for learning areas, pathways, customization, reminders, etc. 	Goals 1.4, 1.5, 3.1, 3.2, 3.3
<ul style="list-style-type: none"> Require all students to have individual computer, tablet, or mobile device as part of onboarding and financial aid package. 	<ul style="list-style-type: none"> Explore provision of financial aid packages to finance technology devices for students. 	Goals 1.4, 4.1
Physical Environment		
<ul style="list-style-type: none"> Improve student service one-stop shop with increased efficiency, access to special services, and walk-in access for all services. 	<ul style="list-style-type: none"> Streamline internal effectiveness for improved student outcomes: Provide ease of access to all services, including academic advising, transfer center, financial aid, veterans resource center, health center, center for diversity and inclusion, workforce internship network center, faculty learning lab, and online learning labs. 	Goals 1.1, 1.5, 1.7, 1.8, 1.9
<ul style="list-style-type: none"> Consolidate office space for increase in support services. 	<ul style="list-style-type: none"> Improve student access and improve student resources. 	Goal 1.4
<ul style="list-style-type: none"> Provide WIN Center: Centrally locate new WIN Center to complement campus programs and resources by creating an active resource center on campus for jobs, job placement, recruitment, local industry workshops, leadership forums, internships, externships, interviewing, and career assessment. 	<ul style="list-style-type: none"> Provide resources for regional industry on campus and increase resources for students and the community: Serve as active home for career technical education dean and staff. 	Goals 1.4, 4.4, 5.1, 5.2, 5.4, 5.5
Faculty Retention, Recruiting, & Professional Development		
<ul style="list-style-type: none"> Extend influence beyond the service area and cultivate a reputation for specialized industry expertise with educational leaders who collaborate and provide expertise to a broad range of industry professionals. 	<ul style="list-style-type: none"> Demonstrate innovation and expand network beyond the service area. Expand opportunities for other industry leaders to participate, either through video conference or through unique educational opportunities. 	Goals 2.1, 3.1, 3.2, 3.3

Other Infrastructure & Safety

Infrastructure & Grounds - Physical Environment	<ul style="list-style-type: none"> ● Establish and implement policies and procedures to address needs of growing campus.
<ul style="list-style-type: none"> ● Initiate long-range site improvement plan. -Identify early states of aging infrastructure (M/E/P): Identify long-term needs and long-term strategy for maintenance of systems. Review life expectancy of all existing infrastructure and prioritize. -Implement phased approach to improvement projects with scheduled, regular funding. 	<ul style="list-style-type: none"> ● Implement inventory control/inventory management plan: Inventory hardware/software, technology, devices, etc.
Safety - Physical Environment	
<ul style="list-style-type: none"> ● Address scheduled and deferred maintenance plans. -Review project priorities and funding for five year plan. 	<ul style="list-style-type: none"> ● Review and implement campus security plan: Evaluate existing security camera improvement plan for implementation of improved camera positioning and new camera installation in underserved campus areas.
<ul style="list-style-type: none"> ● Implement phased approach to improvement projects with scheduled, regular funding. 	<ul style="list-style-type: none"> ● Institute comprehensive lock-down procedure including physical site safety training, emergency response protocols, and test drill (current safety training is primarily online).
<ul style="list-style-type: none"> ● Redevelop existing planting and landscaping plan with phased implementation: Schedule phased implementation including landscaping at existing buildings. 	<ul style="list-style-type: none"> ● Institute campus emergency preparedness protocols and preparedness plan, including BERT and CERT training, continued CPR training, emergency text and email blasts, and others.
<ul style="list-style-type: none"> ● Improve campus way finding system including campus identity, points of entry, campus map/directory, and building signage. -Establish front-of-campus identity. -Implement coordinated system that reinforces campus branding and identity. -Establish common nomenclature for building naming and numbering that is consistent across campus, easy to understand, and intuitive for visitors on campus. -Implement directional way finding improvements to access arena. 	<ul style="list-style-type: none"> ● Review night security, including night call number and call boxes (staffed call response number is not always available).
<ul style="list-style-type: none"> ● Review status of existing maintenance contracts and other required contracts. 	<ul style="list-style-type: none"> ● Upgrade emergency management system: Johnson control software, systems management, improved controls.
	<ul style="list-style-type: none"> ● Address long range campus facilities planning: Review campus one-way in/one-way out safety and evacuation for campus, child care facility, and Middle College High School.
	<ul style="list-style-type: none"> ● Review safety and security controls for younger learners (child development center and K-12) on college campus.
	<ul style="list-style-type: none"> ● Evaluate implementation of behavioral assessment team in conjunction with behavioral health center on campus to address mental health services.
	<ul style="list-style-type: none"> ● Improve campus site lighting at remote and dark areas of night circulation.
	<ul style="list-style-type: none"> ● Improve turf areas at outdoor sports locations (current site conditions are not conducive to play without risk of injury).

Other Technology

Information Technology & Communications	
<ul style="list-style-type: none"> ● Implement district new technology selection and implementation process: <ul style="list-style-type: none"> -Individual requests submitted to Instructional Technology Advisory Committee (ITAC) and/or Administrative Technology Advisory Committee (ATAC). -Committees assess and prioritize recommendations for District Technology Council (DTC). -DTC approvals forwarded to district executive cabinet for review, approval, and purchase. -Faculty and staff trained on district new technology selection and implementation process: ITAC, ATAC, and DTC to guide faculty on protocol for submittals and requests. -Existing processes for requesting new technology evaluated and refined. 	<ul style="list-style-type: none"> ● Financial aid self-service system implementation: <ul style="list-style-type: none"> -Roll-out system with regular, sustained evaluation during implementation of new student portal to verify ease of student use. -Provide ease of access to information, evaluate performance, and adjust system as necessary to improve quality of service.
<ul style="list-style-type: none"> ● Implement predictive analytics software beginning spring 2018 with scheduled training sessions and implementation plan, including the following: <ul style="list-style-type: none"> -Defined coordinated care network embedded in the learning management process including behavioral analytics tools to mitigate student risk. -Dashboard system to evaluate student performance and to assist in better decision-making. -Implementation and roll-out of training, including an inclusive approach that facilitates cross-collaboration wherein practice leaders share data. -Campus-wide approach to the implementation process that trains faculty and staff on the quality of data mining, the essential nature of individual participation in the process, and the types of data being collected and how to make best use of dashboards for forecasting and assisting in student success. 	<ul style="list-style-type: none"> ● Select, implement, and install districtwide scheduling software: Fully manual system currently in place is inefficient. ● Garner statewide attention for student internet access: Lobby for rural broadband service to be expanded and improved. ● Provide sustained improvements in technology program, which require additional staff to accommodate the current district size and demand: Minimum staff additions include technology project manager and systems analyst needed to meet current goals and initiatives. ● Pursue broader just-in-time measures to bring new technology to the learning environment faster, with more innovation and freedom in delivery: Include more robust regular interface with instructors to strategize and target new learning methodologies. ● Increase access to flexible computer lab environments with mobile carts that allow for flex teaching and/or flex testing.



4.0 Demographics and Labor Market Analysis



Demographics Summary & the External Scan

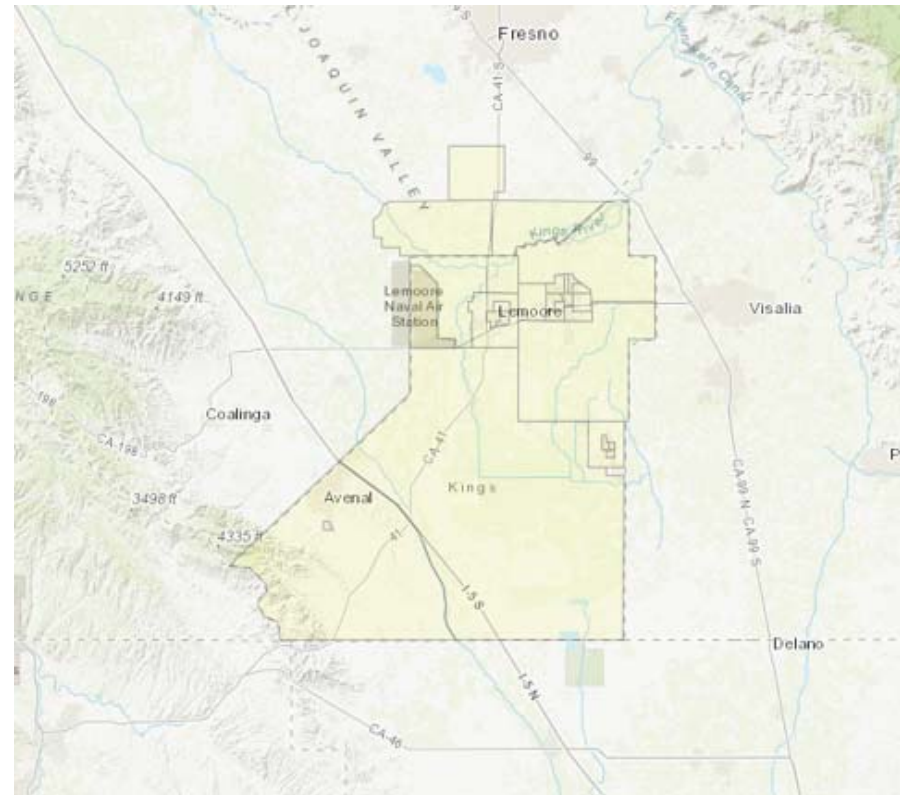
Introduction

The demographics and economy of the region as well as the service area of WHC Lemoore are used for understanding the constituencies that impact the college and affect how the college, in turn, responds to the needs of these constituencies.

The summary and information that follow outline the current state and where possible provide a reasonable forecast. WHC Lemoore is part of the West Hills Community College District, which also includes WHC Coalinga and the North District Center in Firebaugh. The WHCCD serves large portions of Kings and Fresno counties and parts of San Benito, Monterey, and Madera counties.

Geography

This report includes data for communities in Kings County and southern Fresno County. Many of these communities, including Lemoore, Riverdale, Stratford, Hanford, and Avenal, fall within the boundaries of WHCCD. Others, including Armona, Corcoran, Laton, and Caruthers, fall outside the district boundaries, but due to proximity and market share, they have been included in this report.



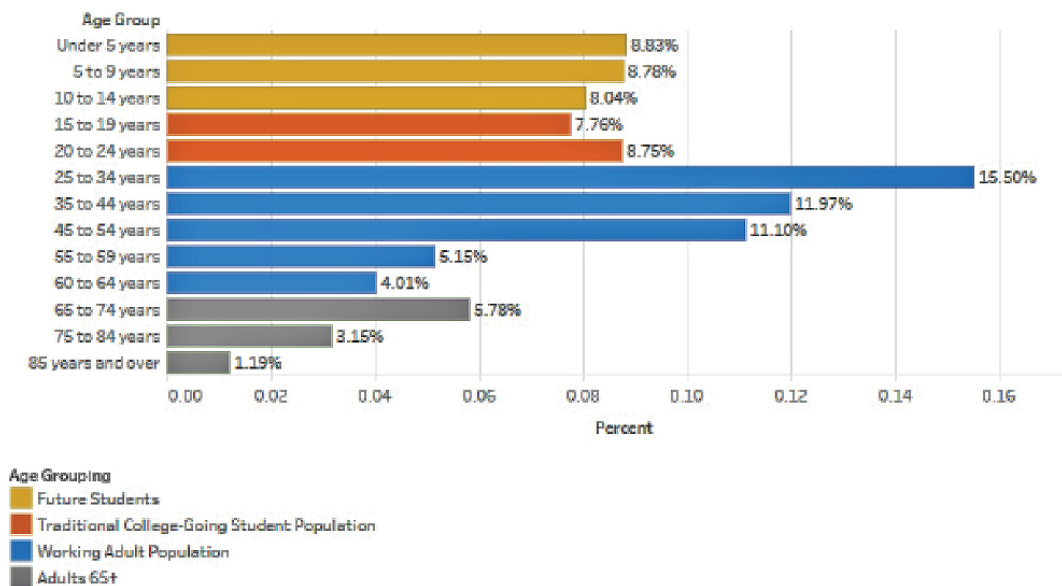
WHC Lemoore Area Demographic (Census Tract Data)

The demographic profile presented below reflects the population of the region by age group. The total population of this region is 151,232. These totals do not include inmate populations housed in Avenal and Corcoran.

Within the WHC Lemoore defined geographical region, 38.5% of the population range from 25 to 54 years old. This is a stark contrast to the 8.7% of traditional college-age students ranging from 20 to 24 years old living within this same area. The data reinforces what we have heard

from our campus interviews that the primary opportunity for increasing student enrollment is with the adult population of 25 and older. Another population trend to note is the aging population. Within this area, 14% of residents are at least 60 years old. As the number of individuals aged 60 and older grows, additional jobs and training for assisted living workers, medical assistants, nursing assistants, and physical/occupational therapists will also grow.

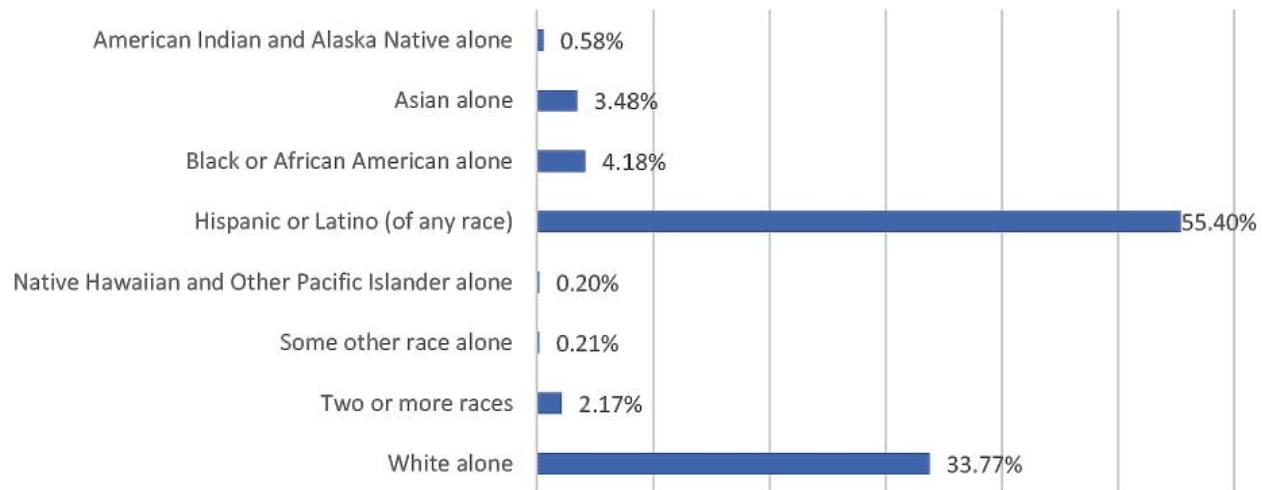
Exhibit 4.01 - Lemoore Service Area by Age Group



WHC Lemoore Service Area Race/Ethnicity

Hispanics/Latinos remain the largest race/ethnicity in the WHC Lemoore defined geographical area at 55.40% (Exhibit 4.02). The college continues its attention and focus on this important part of the population by its commitment to diversity through its hiring practices, student support services, communications in both English and Spanish, and outreach to the community at large.

Exhibit 4.02 - California and District Population

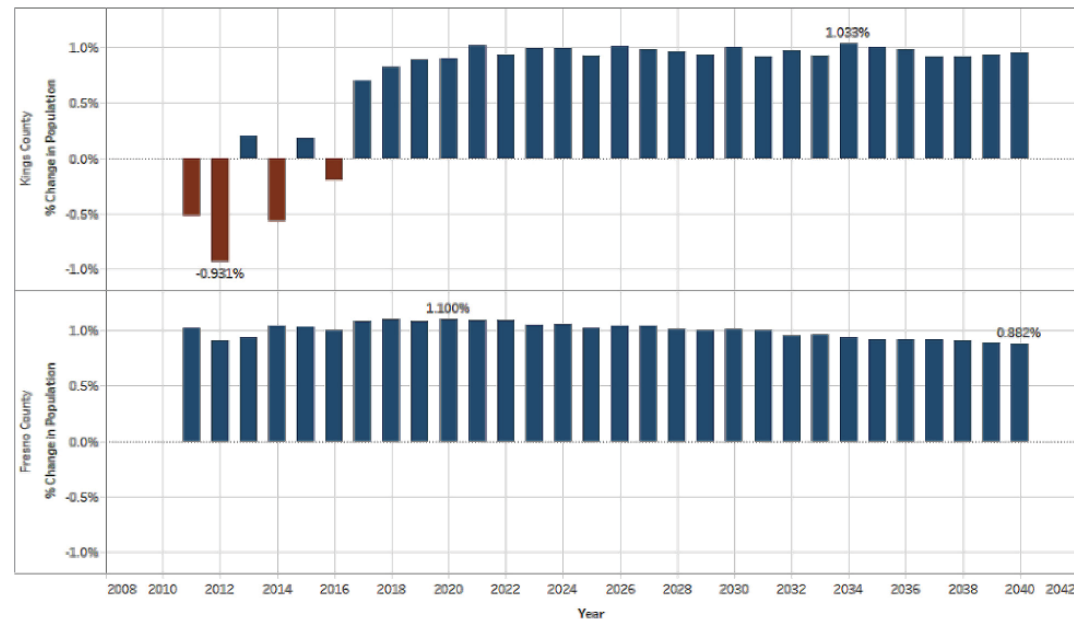


Regional Population Projections

The California Department of Finance projects that Kings County will reach a population of 154,000 by the year 2020, and Fresno County is projected to reach 1,033,000 within that same time span. Over the past several years, population growth in Kings County has been negative, but that trend is expected to end beginning with the 2017 year, at which point growth will increase to approximately 1% per year

for the foreseeable future. Growth estimates for Fresno County are similar, with annual growth between now and 2040 ranging between 1.1% and 0.88%.

Exhibit 4.03 - Projected Population % Change by County



Community Data

The median age of residents within the WHCCD defined geographical area falls within the range of 25 and 34 years of age, which again reinforces what we have heard from our campus interviews that the primary opportunity for increasing student enrollment is with the adult population of 25 and older. Within the WHC Lemoore defined geographical area, approximately 20–25% of the population is below the poverty level, and the average household income in nearly all of these communities is below \$50,000 annually. Unemployment

rates within the defined geographical area are as high as 13.4%, and there is an evident contrast between the populations within the WHC Lemoore defined geographical area and California’s overall population.

Exhibit 4.04 - Community Demographic

	Unemployment Rate	% Population below Poverty Level	Median Household Income	Median Age (years)	Population
Armona	13.4%	20.0%	\$44,038	28.1	3,655
Avenal	10.2%	32.8%	35,103	32.2	8,951*
Caruthers	8.5%	24.6%	44,649	28.7	2,972
Corcoran	8.7%	36.2%	35,531	35.5	12,952*
Hanford	6.6%	19.7%	51,231	31.9	54,912
Kettleman City	5.2%	32.2%	51,316	25.6	1,586
Laton	9.7%	42.7%	27,721	27.5	1,877
Lemoore	6.5%	16.5%	50,871	27.6	25,169
Naval Air Station Lemoore	9.8%	10.9%	42,750	22.9	6,544
Riverdale	8.9%	25.7%	49,100	28.8	3,964
Stratford	12.7%	49.0%	24,167	29.2	1,041

* Inmate population removed for Avenal and Corcoran

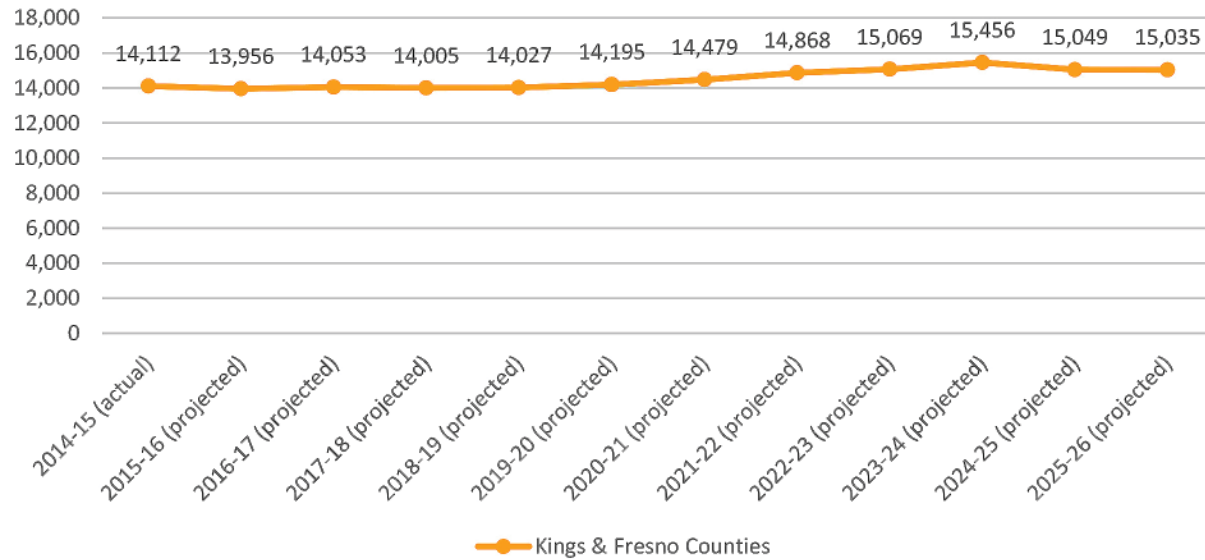
Comparison Unemployment Rates

	Unemployment rate	% Population below Poverty Level	Median Household Income	Median Age (years)	Population
California	4.9%	15.3%	64,500	36.6	39.1 million

Educational Profile - High School Graduate Projections by County

It is projected that the annual number of high school graduates in Kings and Fresno counties will increase by approximately 1,000 students per year. However, it is important to note that the majority of this growth will occur within the Fresno metropolitan area and that WHC Lemoore’s feeder high schools account for only about 13% of the total combined high school graduates for Fresno and Kings counties.

Exhibit 4.05 - Projected High School Graduates



Educational Profile - Projections by High School District

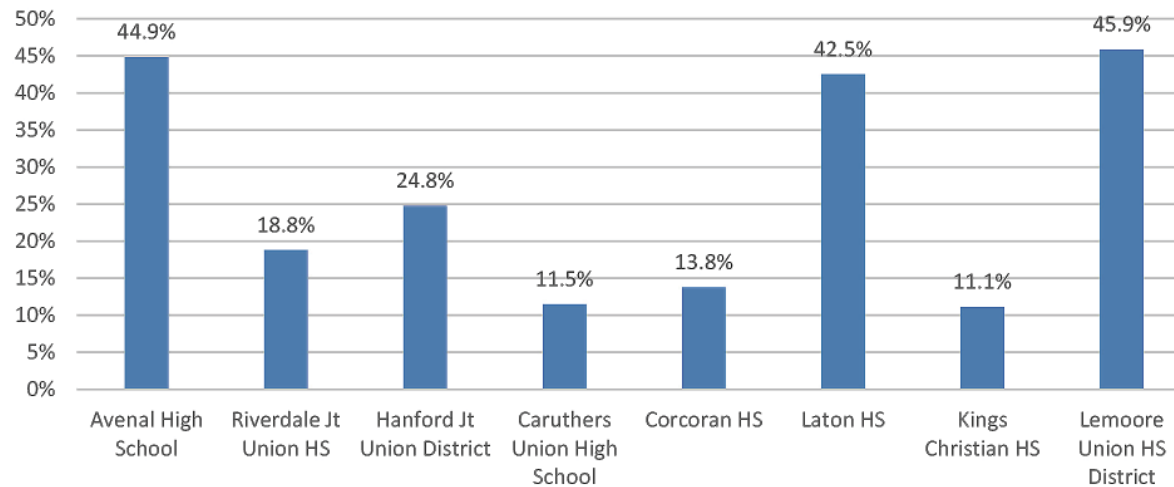
Exhibit 4.06 - Feeder High School Graduate Projections

School/District	Year					
	2014–15	2015–16	2016–17 (Estimated)	Projected 2017–18	Projected 2018–19	Projected 2019–20
Avenal HS	113	118	124	152	125	100
Caruthers HS	134	121	125	125	138	131
Corcoran HS	145	145	132	144	147	145
Hanford JUHSD	905	807	856	785	818	854
Laton HS	36	35	30	34	43	35
Lemoore UHSD	472	485	471	437	439	399
Riverdale HS	118	117	128	137	116	119
Grand Total	1,923	1,828	1,866	1,814	1,826	1,783

Community Higher Education Enrollment

The college-going rate reflects the percentage of high school graduates who enrolled in West Hills classes (any location districtwide) in the fall semester immediately following their high school graduation. Figure 4.07 represents the market share WHC Lemoore holds specific to high school graduates within the college’s defined geographical area.

Exhibit 4.07 - WHCCD College-Going Rate for Graduating High School Seniors 2017



College-Going Rates by Community

The table below reflects the percentage of each city’s population attending school by age, regardless of the college or district in which students are enrolled. College enrollment among traditional college-age students (18 to 24) varies by community, with the rates generally corresponding to proximity to college campuses and centers. The consistently low percentage (approximately 7% or less) of adults 25 and older speaks to the opportunities to reach this working adult population.

Naval Air Station Lemoore is unique as the sole location where educational enrollment is higher among the 25 and older population than for the 18–24 population.

Note: Rates are estimates subject to variation based on a margin of error. Therefore, these rates, particularly for smaller communities (such as Stratford at 100%), should be viewed as best approximations. Source: U.S. Census American Community Survey 5-Year Data.

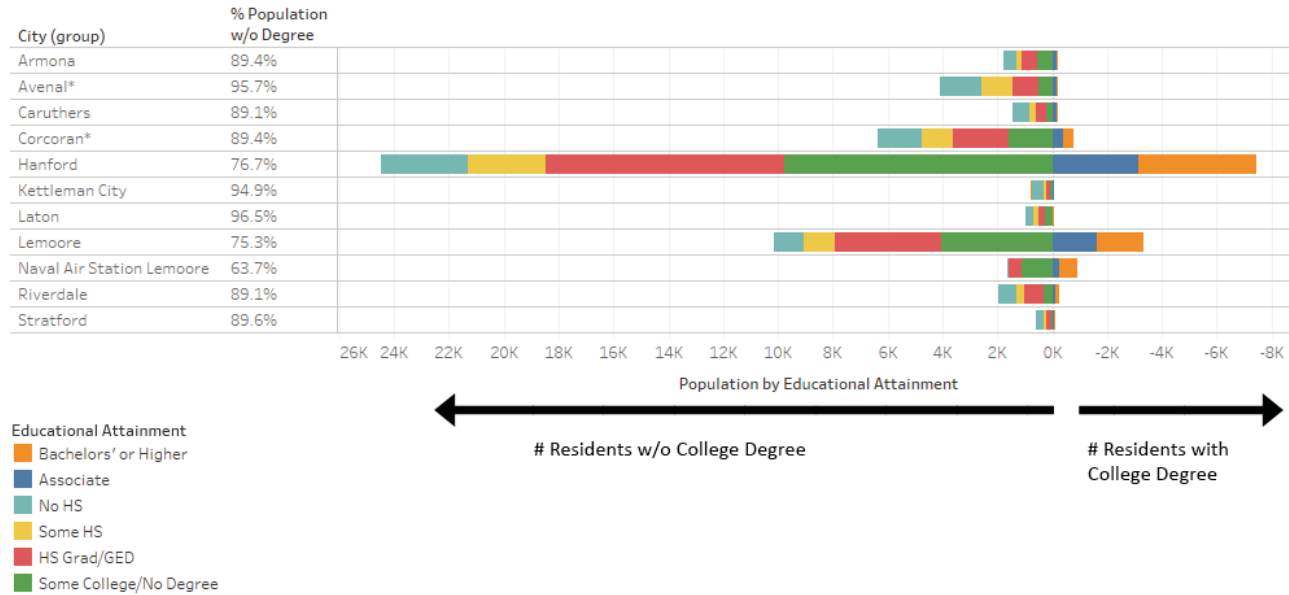
Exhibit 4.08 - Percentage Population Attending College by City

City/Community	Total Population 18 to 24	Percentage Enrolled in School (18 to 24)	Total Population 25+	Percentage Enrolled in School (25 and older)
Armona	398	41.5%	2,021	7.3%
Avenal*	1,189	24.7%	4,378	2.5%
Caruthers	517	23.2%	1,672	3.6%
Corcoran*	1,534	25.5%	7,132	2.7%
Hanford	4,844	37.3%	33,812	5.6%
Kettleman City	225	13.3%	807	5.0%
Laton	225	46.2%	1,026	5.4%
Lemoore	3,386	33.1%	14,037	7.1%
Naval Air Station Lemoore	2,054	11.7%	2,597	15.0%
Riverdale	398	34.2%	2,212	1.9%
Stratford	60	100.0%	681	2.6%

Educational Attainment by City

Approximately 80% of the people living within the WHC Lemoore defined geographical area have not graduated from college, and the majority of those have attended no college at all. This low rate of educational attainment is likely a key factor in the area's high unemployment rates, low median income levels, and high rates of individuals living below the poverty level.

Exhibit 4.09 - Educational Attainment by City (For Population 25+)



Labor Market Data

Area

The Central Valley/Mother Lode Center of Excellence was asked by WHC Lemoore to analyze occupational employment encompassing the greater Lemoore area, a 30-mile radius surrounding the City of Lemoore.

The Lemoore 30-mile radius covers 46 cities and communities identified by zip codes for three counties: Fresno, Kings, and Tulare.

Annual Job Openings for the Greater Lemoore Area

The following are the top five industries within the greater Lemoore area that will experience growth through 2021:

- Health Care,
- Hospitality,
- ICT/Digital Media,
- Public Safety, and
- Multi-sector Industrial and Heavy Equipment Mechanics, Maintenance & Repair Workers.

Exhibit 4.10 - Annual Job Openings for Greater Lemoore Area

Industry Sector	Annual Openings	5-Year Percentage Change (2016 to 2021)
Business	5,019	5.8%
Global Trade & Logistics	2,161	7.0%
Health Care	1,857	14.9%
Manufacturing	1,524	6.8%
Education	1,455	5.3%
Energy, Construction & Utilities	1,346	6.5%
Agriculture, Water & Environment..	1,021	-4.0%
Hospitality - General	843	11.2%
Multi-sector Industrial and Heavy ..	831	8.7%
Public Safety	715	8.8%
Other	409	8.3%
Hospitality - Culinary Arts	407	7.6%
ICT/Digital Media	179	9.1%
Grand Total	17,767	7.0%

Fresno & Kings Counties

The five largest industry sectors in Fresno and Kings counties between 2014 and 2024 are as follows (See Exhibit 4.09):

- Education & Health Services,
- Healthcare & Social Assistance,
- Leisure & Hospitality,
- Trade, Transportation & Utilities, and
- Government.

Along with their relative size and anticipated growth, these industries will provide an important boost to employment and overall economic

activity. Although the construction sector is expected to increase by a large 33.6%, it is a relatively small sector by comparison to farming and the top five sectors noted. WHC Lemoore is well positioned in most of these large and growing industrial sectors in terms of current offerings and legacy programs. However, the next steps will require continued integrated planning, outreach, and coordination with business and industry partners to ensure that the district and each college can effectively communicate to individuals in their communities how to plug into the future and improve their own lives.

Exhibit 4.11 - District Economic Growth by Major Industry Sector

Major Industry Sector	Estimated Employment 2014	Projected Employment 2024	+/-	%Change	Yr Avg.
Total All Industries	432,400	487,000	54,600	12.6%	1.3%
Self Employment	25,900	29,200	3,300	12.7%	0
Private Household Workers	500	700	200	40.0%	0
Total Farm	55,700	57,100	1,400	2.5%	0.3%
Total Non Farm	350,300	400,000	49,700	14.2%	1.4%
Top Ten:					
Educational and Health Services	62,900	78,100	15,200	24.2%	2.4%
Health Care and Social Assistance	52,700	65,500	12,800	24.3%	0
Leisure and Hospitality	33,700	41,100	7,400	22.0%	2.2%
Trade, Transportation and Utilities	67,700	74,400	6,700	9.9%	1.0%
Government	80,600	85,600	5,000	6.2%	0.6%
Construction	14,300	19,100	4,800	33.6%	3.4%
Manufacturing	28,500	31,500	3,000	10.5%	1.1%
Financial Activities	13,800	15,100	1,300	9.4%	0.9%
Other Services	11,800	12,400	600	5.1%	0.5%
Information	4,100	4,200	100	2.4%	0.2%
Mining and Logging	300	200	(100)	-33.3%	-3.3%

Source: Employment Development Department
Labor Market Information Division





5.0 Capacity Analysis and Space Inventory



WHS DISTRICT LEMOORE

50 STC-30
WHITE

Are you hungry?
Ladle Family Club is here to serve West Hills College Students!
Want to join...come to our...

Red Wings

WHC Lemoore & the Internal Scan

Student Demographics

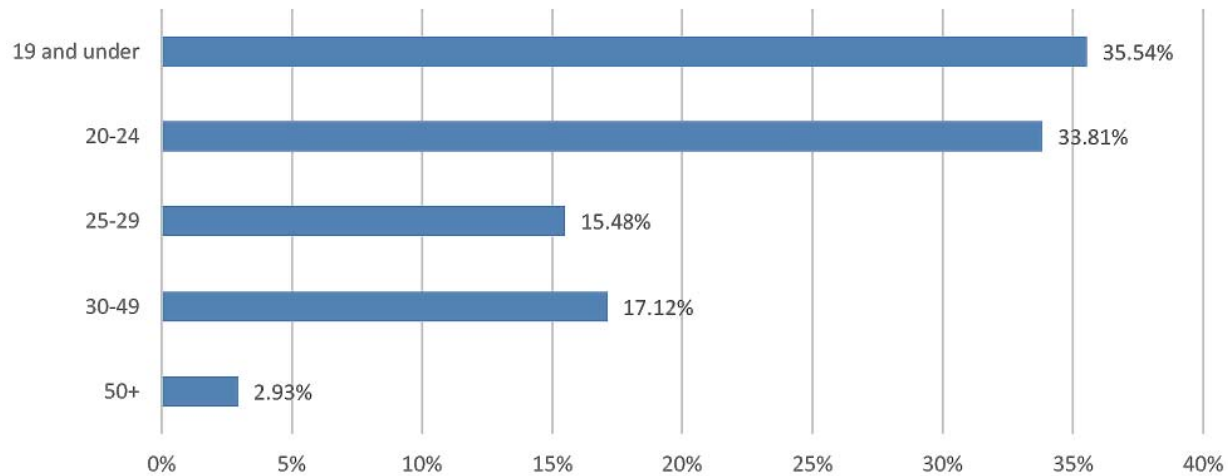
Student demographics are based on 2016–17 data and an unduplicated head count of 6,450.

WHC Lemoore Student Population by Age

In the 2016–17 academic year, slightly more than one-third of WHC Lemoore’s student population was aged 19 or under. An additional third fell into the range of 20–24, with the remainder of the student population being aged 25 and above. Over the past several years, the percentage of students in the youngest, 19 and under, category has increased from 30.9% in 2012–13 to 35.5% in 2016–17.

WHC Lemoore’s current enrollment is centered on the traditional college-age population, with over two-thirds falling within the range of 18–24 years of age. In contrast, over half of the population within WHC Lemoore’s service area is over the age of 25.

Exhibit 5.01 - Population by Age

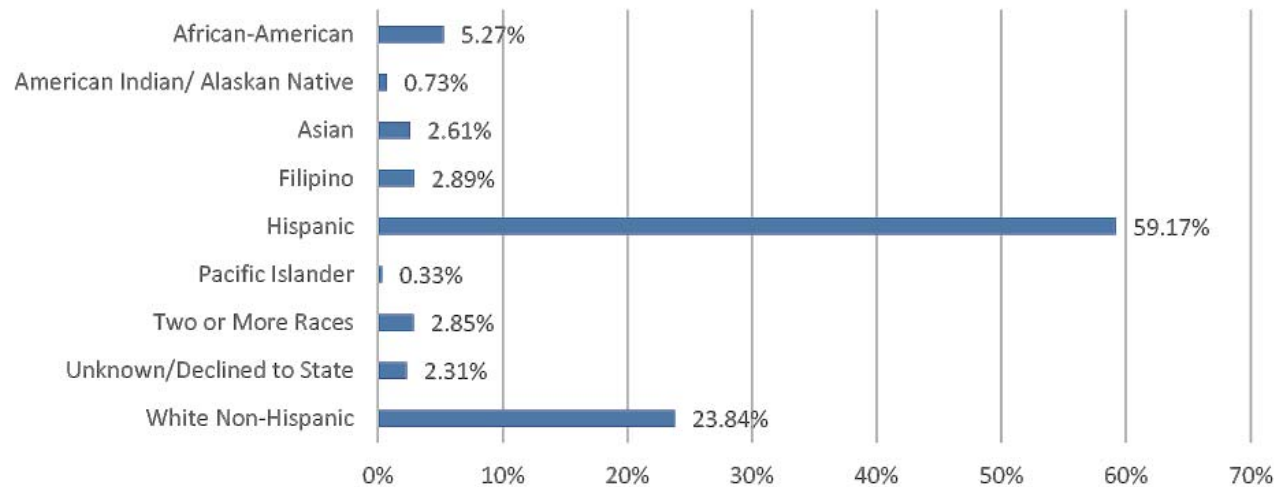


WHC Lemoore Student Population by Ethnicity

The student population at WHC Lemoore is predominantly Hispanic, making up approximately 60% of the student population. White, non-Hispanic students make up the next largest subpopulation at approximately 24%, and all other groups make up 6% or less of the population individually.

WHC Lemoore’s student population closely mirrors the service area in terms of racial and ethnic diversity, with Asian (including Filipino), Hispanic, and African-American students all being represented in similar or higher proportions than in the service area population.

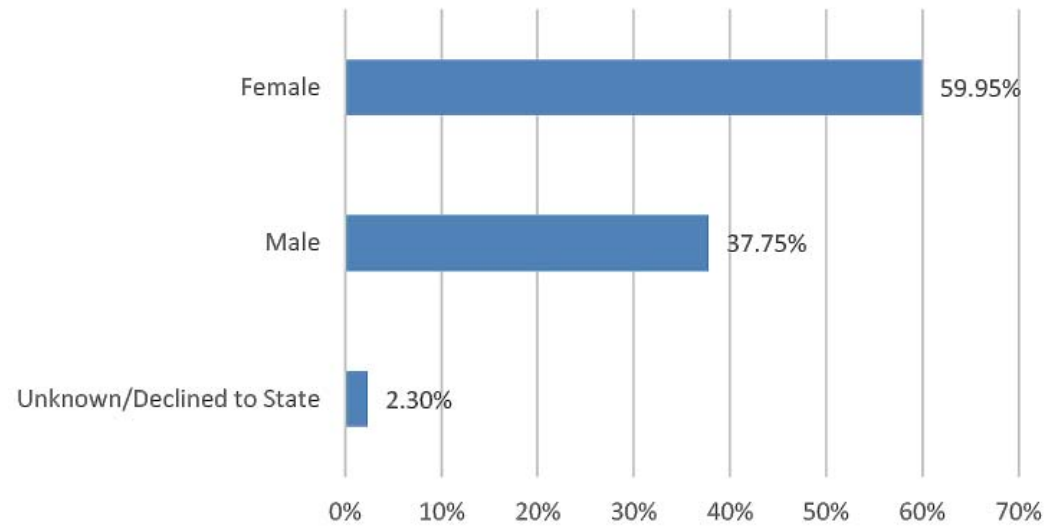
Exhibit 5.02 - Student Population by Ethnicity



WHC Lemoore Student Population by Gender

The student population of WHC Lemoore is mostly female. This approximate 60/40 split between females and males has remained consistent over at least the past five years.

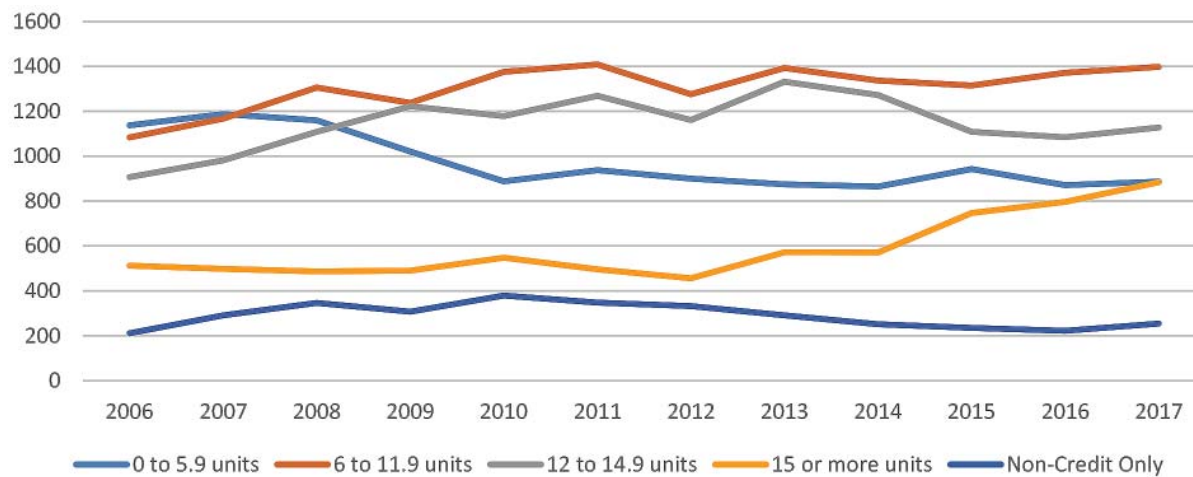
Exhibit 5.03 - Population by Gender



WHC Lemoore - Unduplicated Student Head Count by Units Attempted in Fall Term

Beginning in 2013, the number of students enrolled in 15 or more units in the fall semester began to steadily increase; this total reached an all-time high in Fall 2017 at 884 (19.4% of the student population). During this same period, the greatest decrease has been with students taking fewer than 6 units at 887 (19.5%) as of Fall 2017, compared to 1,138 (29.5%) in Fall 2006.

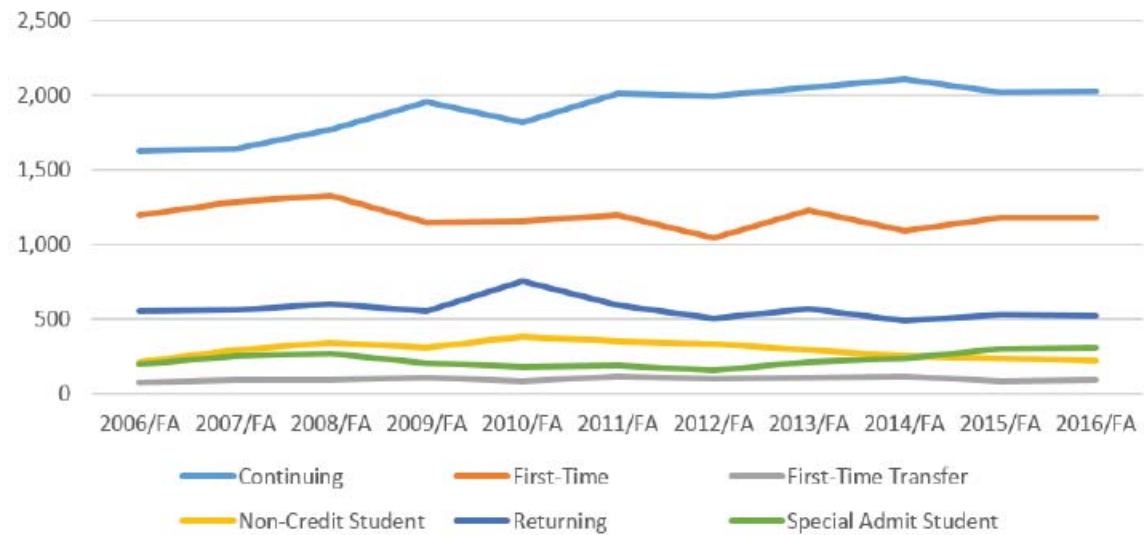
Exhibit 5.04 - Unduplicated Head Count of Units Attempted in Fall



WHC Lemoore - Enrollment Status Fall 2006–2016

Over the past 10 years, WHC Lemoore has seen an increase in the number and proportion of students classified as “continuing,” which means they were enrolled in the previous term. At the same time, there has been a slight decrease in first-time students.

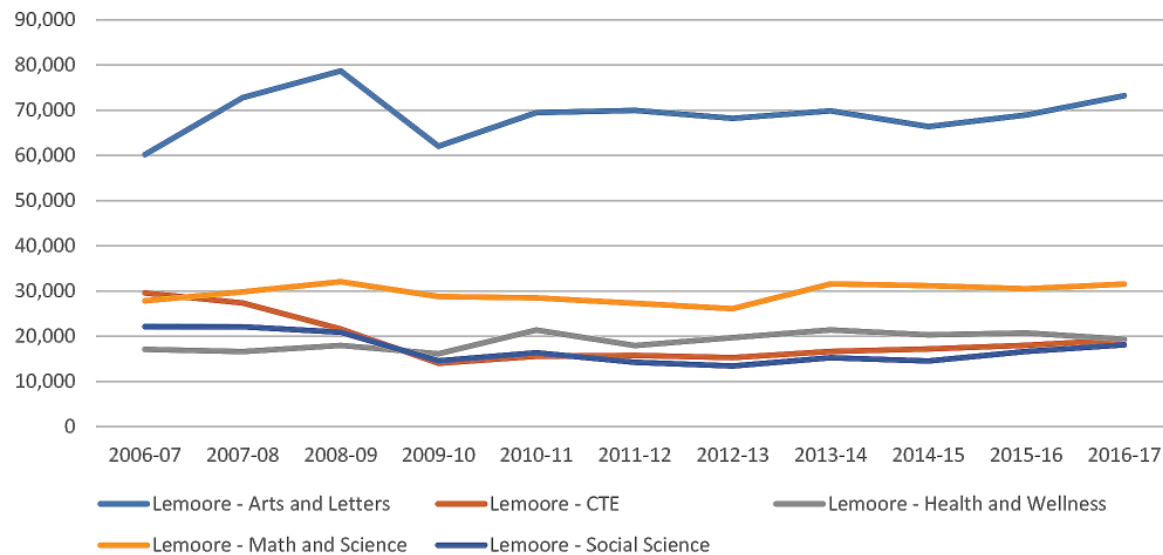
Exhibit 5.06 - Student Enrollment Status in Fall



WHC Lemoore - Weekly Student Contact Hours (WSCH) by Learning Area

By far, the arts and letters learning area makes up the largest portion of weekly student contact hours at WHC Lemoore, with approximately 73,000 WSCH in 2016–17. Math and science is the second largest at 31,500.

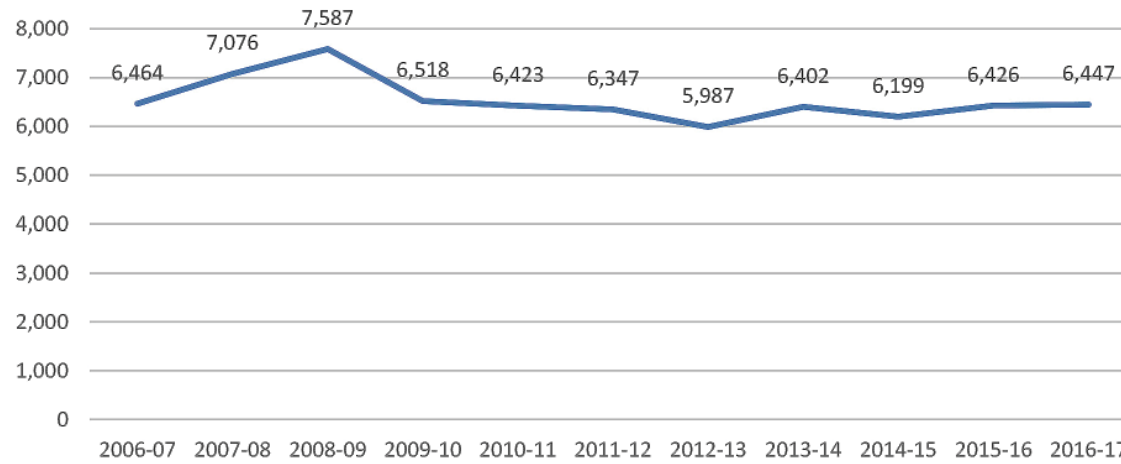
Exhibit 5.07 - WSCH by Learning Area



WHC Lemoore - Unduplicated Head Count by Academic Year

Over the past 11 years of enrollment, student head count at WHC Lemoore peaked in 2008–09 with 7,587 students. Since reaching that high point, enrollment has leveled out to the range of 6,200–6,500 annually, with the exception of 2012–13, when enrollment dipped below 6,000.

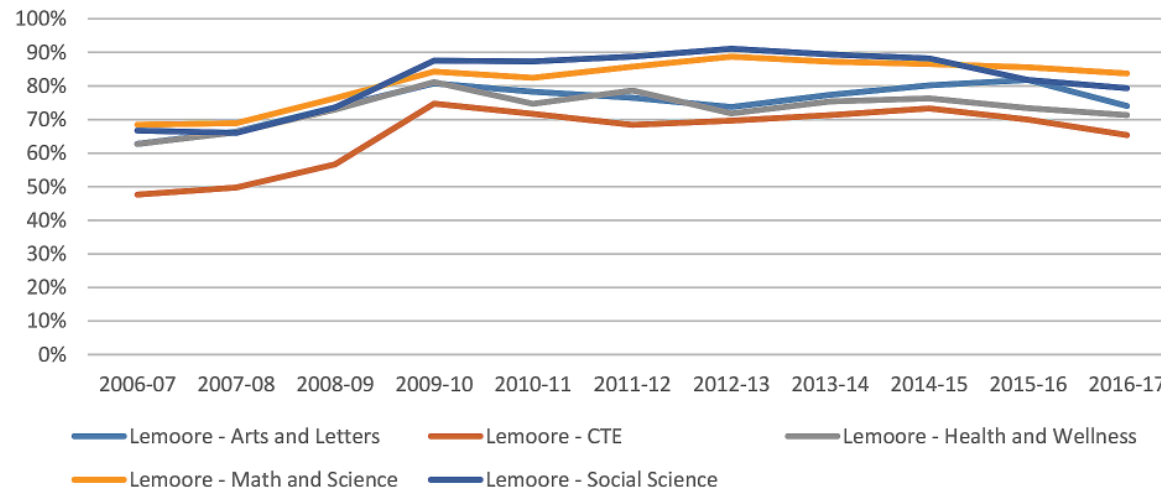
Exhibit 5.08 - Unduplicated Head Count



WHC Lemoore - Course Section Fill Rates by Learning Area

Within WHC Lemoore, CTE courses have consistently had the lowest course fill rates, while social science and math/science have had the highest fill rates.

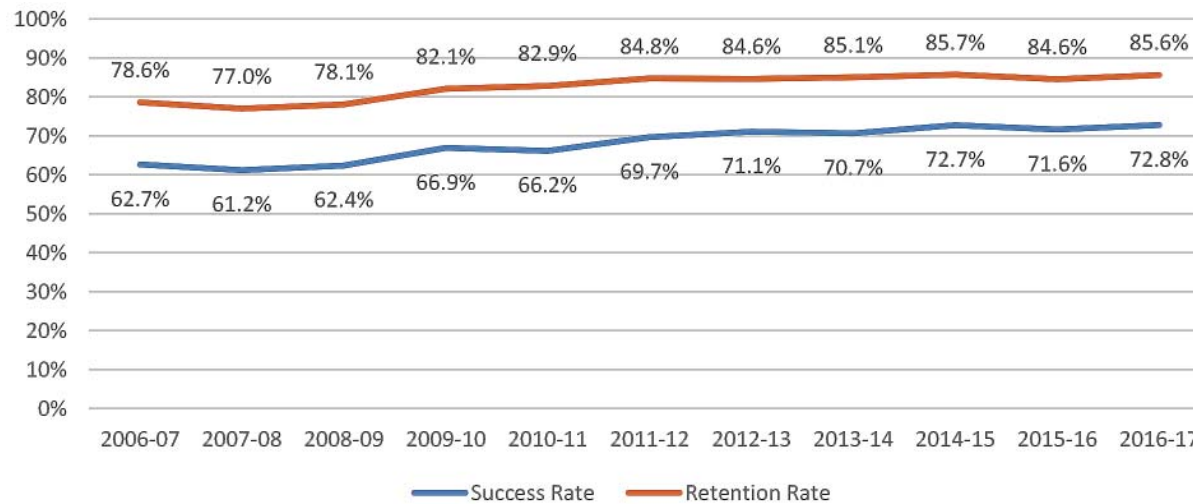
Exhibit 5.09 - Fill Rates by Learning Area



WHC Lemoore - Student Course Success and Course Completion (Retention) Rates

Over the past 10 years, overall student success rates (percentage of students receiving an A, B, C, or Credit/Pass grade) have increased by approximately 10% at WHC Lemoore. At the same time, retention rates have increased from 78.6% in 2006–07 to 85.6% in 2016–17.

Exhibit 5.10 - Success and Retention Rates

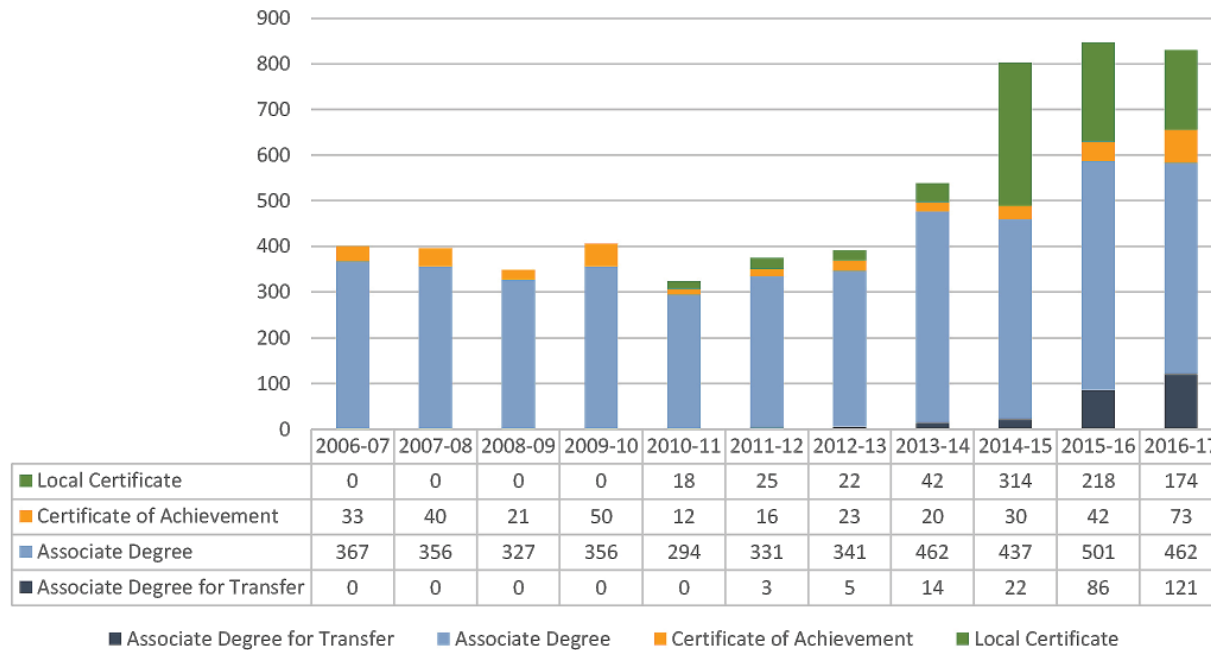


WHC Lemoore - Degrees and Certificates Awarded by Year

As the number of associate degrees for transfer awarded has increased since their advent in 2011–12, the number of other associate degrees awarded has begun to decline, showing that more and more students are gravitating toward transfer degrees

as the college grows in that area. In 2016–17, WHC Lemoore awarded a record number of certificates of achievement.

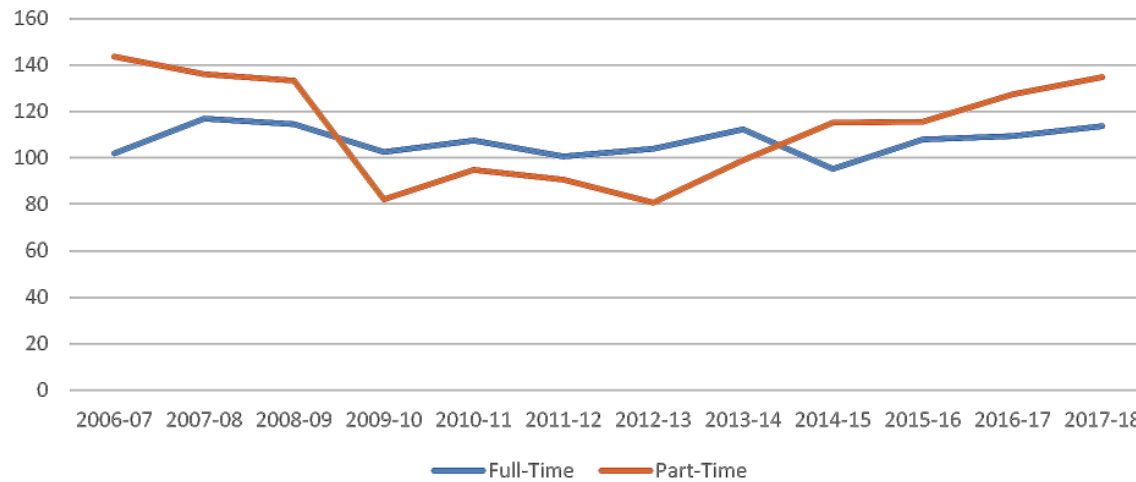
Exhibit 5.11 - Degrees and Certificates Awarded by Year



WHC Lemoore - Full-Time Equivalent Faculty (FTEF) by Faculty Type

Exhibit 5.12 below illustrates the split in full-time equivalent faculty (FTEF) for classes taught at WHC Lemoore. Between 2009–10 and 2013–14, a greater number of FTEF units were allocated to full-time instructors, but beginning with 2014–15, the majority of FTEF units once again shifted to part-time positions.

Exhibit 5.12 - FTEF for Full-Time and Adjunct Faculty

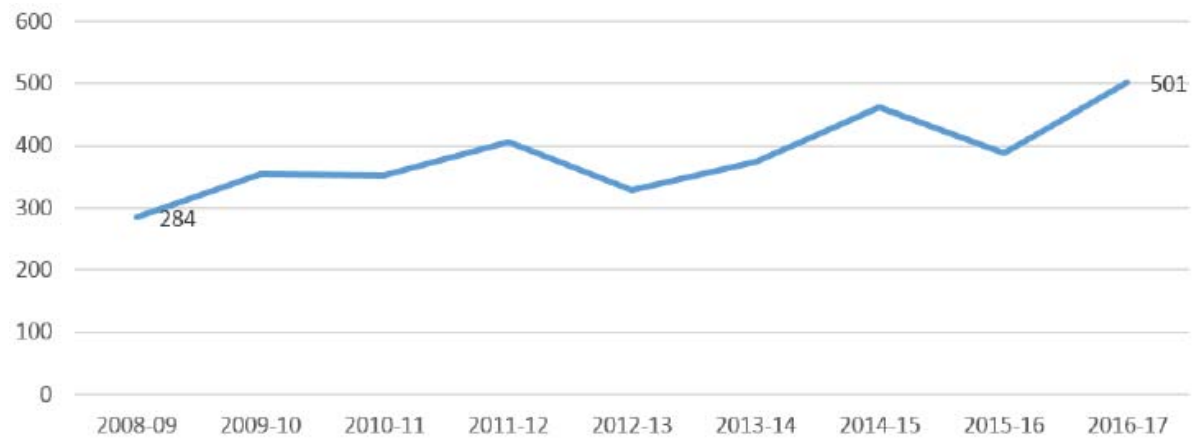


WHC Lemoore - Student Transfers to Four-Year Institutions

Transfers to four-year institutions have consistently increased since 2008–09. CSU Fresno is by far the most popular transfer destination for students at WHC Lemoore. However, it is also the sole public university among the top 10 transfer destinations for WHC Lemoore students,

with the rest of the list consisting of a combination of private for-profit and nonprofit institutions, often with large-scale online offerings and/or local satellite campuses available to students.

Exhibit 5.13 - Student Transfers to Four-Year Institutions



WHC Lemoore - Top 10 Four-Year Transfer Destinations for 2014–15 to 2016–17

WHC Lemoore students pursuing transfer to four-year institutions have identified the colleges below as their top 10 destinations.

Exhibit 5.14 - Top 10 Four-Year Transfer Destinations for 2014–15 to 2016–17

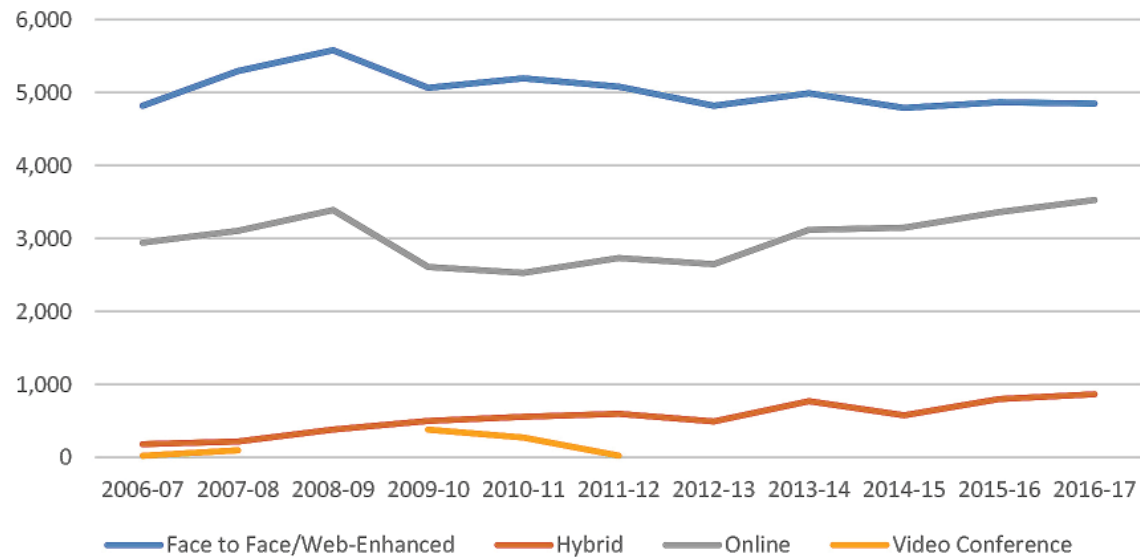
College Name	Top Transfer Destinations from Past 3 Years: 2014–15 to 2016–17
California State University, Fresno	396
Brandman University	110
Fresno Pacific University - Degree Completion	77
University Of Phoenix	69
Western Governors University	38
Grand Canyon University	38
National University	26
Fresno Pacific University	25
Columbia College Adult - 8-wk. Undergrad.	20
Ashford University	20

WHC Lemoore - Unduplicated Student Head Count by Instructional Method

Since 2009–10, the number of students enrolling in online courses has increased, while there has been a slight drop in the number of students taking face-to-face classes.

At the same time, the number of students enrolling in hybrid classes has gradually increased, reaching an all-time high of 867 students in 2016–17. Video-conferenced courses have not been offered at WHC Lemoore since 2011–12.

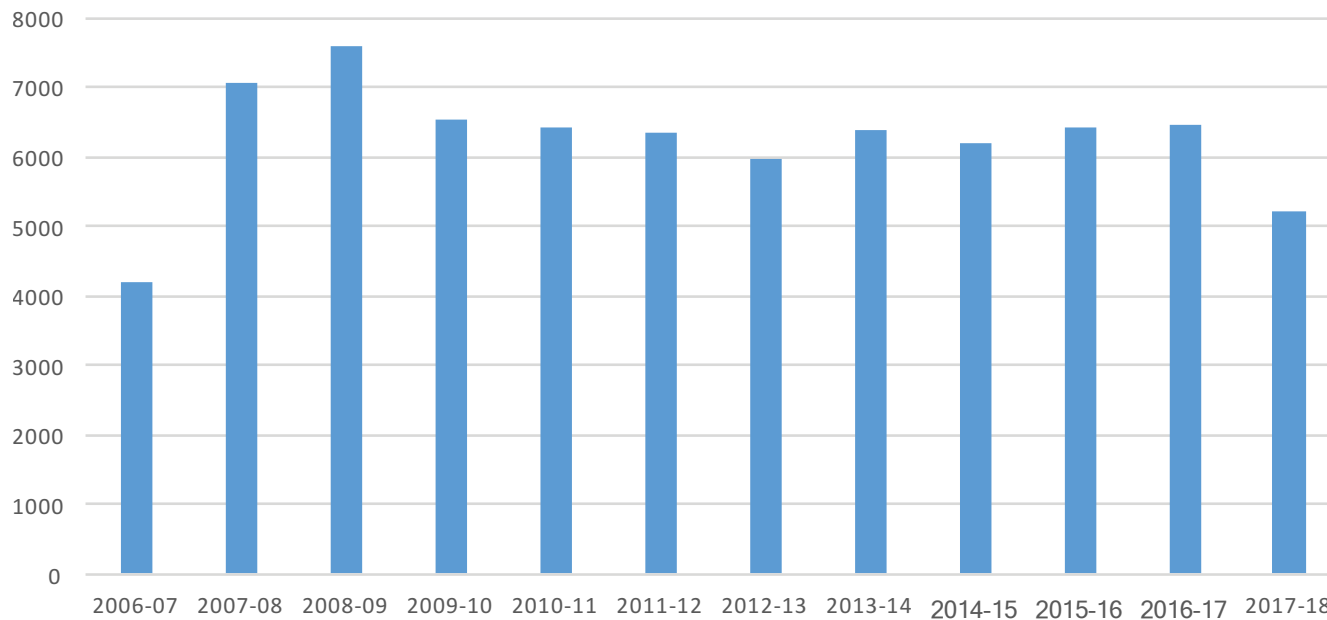
Exhibit 5.15 - Instructional Method by Head Count



WHC Lemoore - Unduplicated Head Count by Year

Annual enrollment at WHC Lemoore peaked in 2008–09 and then declined with the cuts in state funding associated with the Great Recession. Over the past several years, enrollment has been increasing and approaching prerecession levels.

Exhibit 5.16 - Unduplicated Head Count by Year





6.0

Development
Guidelines &
Prioritization



Development Guidelines & Prioritization

EMP Five-Year Delivery

WHC Lemoore

To ensure implementation of this EMP, it is recommended that a three-team approach be established, as illustrated on the following page. These teams will assume the responsibility of execution of the initiatives described in this master plan. These teams will be provided at the district and college levels to represent both overriding district initiatives and college-specific initiatives. The teams are intended to meet on a regular basis to establish priorities for the timely and appropriate execution techniques required for the efforts described in this document.

In addition, this document is designed to work in tandem with the Facilities Master Plan (FMP) 2018–2022 and, as such, has been designed to marry new programs and space requirements to the forecasted growth areas illustrated in the FMP. As initiatives are prioritized, it is recommended that they also be coordinated with the timely delivery of new facilities and modernization efforts scheduled on each individual campus, as described in the FMP. This combined effort will ensure that new facilities are adequately designed to meet their prescribed need.



Implementation & Educational Master Plan Review Cycle

Implementation & Delivery

Critical to the success of this EMP process are a pathway to execution and a calendar to track progress, implementation, and timely delivery of the core themes of this 2018–2022 set of initiatives. It is recommended that the areas for development and execution be broadly arranged into two distinct groups: (1) those areas where initiatives are districtwide shared areas for execution and are serviced by district-level faculty and (2) those areas specific to each college's mission, values, and vision.

Implementation Process

District-Level Initiatives

District implementation will occur semiannually and will consist of a team that includes members from the district and each of the four college locations. This team will meet quarterly to set priorities, establish deadlines, review precedents and continued relevance of programs, generate outcomes, and prioritize initiation and execution of district-level initiatives. It is recommended that the district-level team also annually review prioritization criteria based on new information regarding curriculum to ensure relevance and timely delivery of initiatives.

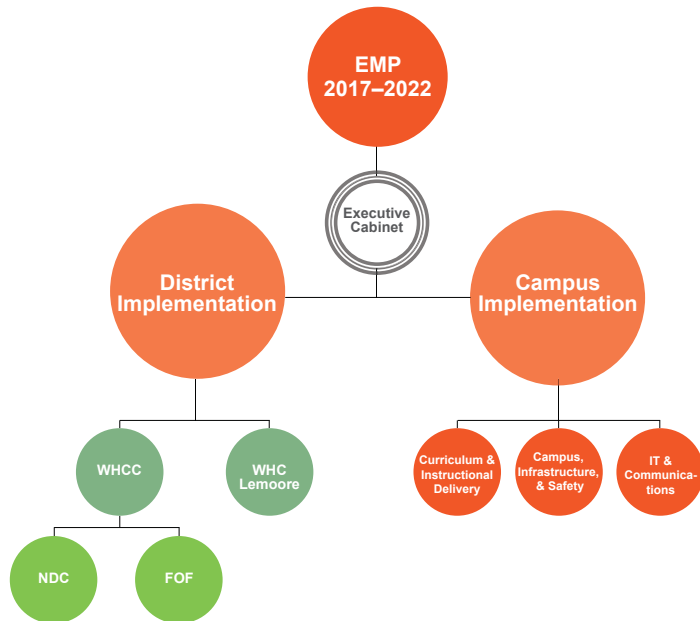
Campus-Level Initiatives

It is recommended that a campus-level team administer campus-level recommendations put forth in this EMP document. The team should meet quarterly to set priorities, establish deadlines, review precedents and continued relevance of programs, generate outcomes, and prioritize initiatives and execution. It is recommended that the college-level team also annually review prioritization criteria based on new information regarding curriculum to ensure relevance and timely delivery of initiatives.

Executive Cabinet

The Executive Cabinet should meet semiannually with members from the campus leadership and district leadership implementation teams to review updates and to provide oversight of the EMP process.

WHCCD Implementation Teams



Implementation Timeline

To continually track progress and success in areas of EMP delivery, the five-year plan implementation teams, including district and campus teams, will meet collectively either quarterly or semiannually to track implementation and review collectively the approach to successful execution of EMP goals and initiatives. In addition, it is recommended that each team independently convene quarterly to evolve, strategize, and implement EMP goals. Following is the overarching timeline for this process.

	2017–2018				2018–2019				2019–2020				2020–2021				2021–2022			
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Executive Cabinet																				
Initiatives, Parameters, & Design	●				●				●				●				●			
Annual Update (Relevance/Analytics)	●				●				●				●				●			
Implementation, Execution, & Delivery			●				●				●				●				●	
District - Progress Review																				
Structured Review	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
- Initiate Process																				
- Define Initiatives																				
- Establish Relevance & Recommendations																				
- Review Precedents				●				●				●				●				●
- Generate Outcomes																				
- Establish Prioritization																				
- Establish Execution Strategy																				
Campus - Progress Review																				
Structured Review	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
- Initiate Process																				
- Define Initiatives																				
- Establish Relevance & Recommendations																				
- Review Precedents																				
- Generate Outcomes				●				●				●				●				●
- Establish Prioritization																				
- Establish Execution Strategy																				



7.0 Appendix



Appendix A: WHC Lemoore Awards by Program

Program Title	2014–15	2015–16	2016–17	3-Year Total	% of Total Awards (2014–15 to 2016–17)
WHC Lemoore - Liberal Arts - Social Science AA	100	120	115	335	13.5%
WHC Lemoore - Child Development Assistant Teacher Local Cert.	154	65	64	283	11.4%
WHC Lemoore - Health Science - General AS	53	55	69	177	7.1%
WHC Lemoore - Liberal Arts - Elementary Teacher Prep AA	40	44	34	118	4.8%
WHC Lemoore - Psychology AA	18	38	21	77	3.1%
WHC Lemoore - Liberal Arts - Math and Science AA	16	34	25	75	3.0%
WHC Lemoore - Child Development Associate Teacher Local Cert.	57	33	29	119	4.8%
WHC Lemoore - Liberal Arts - Arts and Humanities AA	28	30	38	96	3.9%
WHC Lemoore - Administration of Justice AS-T	10	28	27	65	2.6%
WHC Lemoore - Business Administration AS-T	8	27	38	73	2.9%
WHC Lemoore - Nursing (ADN) AS	35	27	22	84	3.4%
WHC Lemoore - Business Administration AA	12	25	7	44	1.8%
WHC Lemoore - RM Mixologist Local Cert.	15	22	6	43	1.7%
WHC Lemoore - CIS Active Scripting Local Cert.	4	21	10	35	1.4%
WHC Lemoore - Administration of Justice - Law Enforcement AA	17	19	11	47	1.9%
WHC Lemoore - RM Bartender and Beverage Mgmt. Local Cert.	4	18	5	27	1.1%
WHC Lemoore - LVN to AS Degree in Nursing AS	15	18	13	46	1.9%
WHC Lemoore - RM Culinary and Baking Arts Local Cert.	10	15	7	32	1.3%
WHC Lemoore - Kinesiology AA	15	14	12	41	1.7%
WHC Lemoore - RM Pastry and Baking Arts Local Cert.	10	12	2	24	1.0%
WHC Lemoore - Computer Information Systems AA	9	10	9	28	1.1%
WHC Lemoore - RM Chef Apprentice Cert.	7	10	5	22	0.9%
WHC Lemoore - CIS Web Business Management Local Cert.	21	9	13	43	1.7%
WHC Lemoore - Elementary Teacher Education - AAT		9	11	20	0.8%
WHC Lemoore - EMT-Paramedic Cert.		9	8	17	0.7%
WHC Lemoore - RM Dining Room Service & Mgmt. Local Cert.	7	9	3	19	0.8%
WHC Lemoore - Business Administration AS	23	8	8	39	1.6%
WHC Lemoore - Retail Business Management Cert.	9	8	11	28	1.1%

Program Title	2014–15	2015–16	2016–17	3-Year Total	% of Total Awards (2014–15 to 2016–17)
WHC Lemoore - Administration of Justice - Corrections AA	8	7	8	23	0.9%
WHC Lemoore - Administration of Justice - Law Enforcement AS	4	7	7	18	0.7%
WHC Lemoore - Mathematics AS-T	2	7	4	13	0.5%
WHC Lemoore - Business Bookkeeping Cert.	1	6	5	12	0.5%
WHC Lemoore - Child Development Teacher Level Cert.	12	6	14	32	1.3%
WHC Lemoore - CIS Web Designer Local Cert.	12	6	8	26	1.0%
WHC Lemoore - Engineering AS	5	6	3	14	0.6%
WHC Lemoore - Entrepreneurship Local Cert.	16	5	9	30	1.2%
WHC Lemoore - Physics AS-T		5	2	7	0.3%
WHC Lemoore - Business Bookkeeping AA	3	4	6	13	0.5%
WHC Lemoore - Child Development AA	12	4	14	30	1.2%
WHC Lemoore - Computer Information Systems AS	5	4	7	16	0.6%
WHC Lemoore - Liberal Arts - Communication AA	3	4		7	0.3%
WHC Lemoore - Administration of Justice - Corrections AS	1	3	1	5	0.2%
WHC Lemoore - Biology AS	1	3	5	9	0.4%
WHC Lemoore - Business Management AA	4	3	3	10	0.4%
WHC Lemoore - Child Development AS	2	3	3	8	0.3%
WHC Lemoore - Sociology - AA-T	1	3	3	7	0.3%
WHC Lemoore - Art AA	3	2	3	8	0.3%
WHC Lemoore - Child Development Administrative Local Cert.		2	2	4	0.2%
WHC Lemoore - Early Childhood Education AS-T		2	5	7	0.3%
WHC Lemoore - EMT-Paramedic AS		2	2	4	0.2%
WHC Lemoore - Physics AS		2		2	0.1%
WHC Lemoore - Political Science - AA-T		2	2	4	0.2%
WHC Lemoore - Psychology AA-T		2	20	22	0.9%
WHC Lemoore - Business Management Cert.	1	1	3	5	0.2%
WHC Lemoore - Retail Business Management AA		1	3	4	0.2%
WHC Lemoore - Child Development Early Intervention Cert.		1		1	0.0%

Program Title	2014–15	2015–16	2016–17	3-Year Total	% of Total Awards (2014–15 to 2016–17)
WHC Lemoore - Communication - AA-T		1	5	6	0.2%
WHC Lemoore - Engineering AA		1		1	0.0%
WHC Lemoore - Geography AA		1		1	0.0%
WHC Lemoore - Hotel, Restaurant and Casino Management AA	1	1	4	6	0.2%
WHC Lemoore - HS Social Work Assistant Local Cert.	1	1	3	5	0.2%
WHC Lemoore - Mathematics AA	2	1	2	5	0.2%
WHC Lemoore - LVN to RN Non-Degree Cert.		1		1	0.0%
WHC Lemoore - Studio Arts - AA-T			2	2	0.1%
WHC Lemoore - Biology AA			1	1	0.0%
WHC Lemoore - Business Bookkeeping AS	1			1	0.0%
WHC Lemoore - Business Management AS	1		2	3	0.1%
WHC Lemoore - Retail Business Management AS			2	2	0.1%
WHC Lemoore - CIS Dynamic Website Technology Local Cert.	1			1	0.0%
WHC Lemoore - CIS Intro to Programming			15	15	0.6%
WHC Lemoore - CIS Networking Fundamentals Cert.			6	6	0.2%
WHC Lemoore - Geography - AA-T	1			1	0.0%
WHC Lemoore - Geology AS			1	1	0.0%
WHC Lemoore - HRCM Restaurant Management Cert.			6	6	0.2%
WHC Lemoore - HRCM Restaurant Skills Local Cert.			8	8	0.3%
WHC Lemoore - HS Mental Health Aide Local Cert.			1	1	0.0%
WHC Lemoore - HS Substance Abuse Specialist Local Cert.			1	1	0.0%
WHC Lemoore - HS Youth Worker Local Cert.			1	1	0.0%
WHC Lemoore - Kinesiology AA-T			2	2	0.1%
Liberal Arts AA			1	1	0.0%
WHC Lemoore - OT MS Word Expert Local Cert.	2		2	4	0.2%
Total Awards	803	847	830	2480	

Appendix B: Lemoore Service Area by Zip Code

Service Area

The 30-mile radius around Lemoore, California, encompasses 46 zip codes representing 38 cities or communities. These cities and their corresponding zip codes are as follows:

Alpaugh (93201),	Del Rey (93616),
Armona (93202),	Dinuba (93618),
Avenal (93204),	Five Points (93624),
Coalinga (93210),	Fowler (93625),
Corcoran (93212),	Helm (93627),
Goshen (93227),	Kerman (93630),
Hanford (93230),	Kingsburg (93631),
Hanford (93232),	Parlier (93648),
Huron (93234),	Raisin City (93652),
Kettleman City (93239),	Reedley (93654),
Laton (93242),	Riverdale (93656),
Lemoore (93245),	Sanger (93657),
Lemoore (93246),	San Joaquin (93660),
Pixley (93256),	Selma (93662),
Stratford (93266),	Sultana (93666),
Tipton (93272),	Traver (93673),
Tulare (93274),	Fresno (93702),
Visalia (93277),	Fresno (93706),
Waukena (93282),	Fresno (93721),
Visalia (93291),	Fresno (93725), and
Visalia (93292),	Fresno (93727).
Burrel (93607),	
Cantua (93608),	
Caruthers (93609),	
Cutler (93615),	

Appendix C: WHC Lemoore Awards by Program

A broader look at the San Joaquin Valley supports some of the more local issues related to employment and industry-sector growth. The two exhibits that follow outline Emergent Industries by Subsector and the Top 25 Middle-Skill Middle-Wage or Higher Occupations for the next five to seven years. Note that the district's labor market (Fresno and Kings counties) accounts for approximately 26.6% of the San Joaquin Valley Regional Planning Labor Market.

Exhibit 4.12 outlines anticipated job openings in the Middle-Skill Middle-Wage or Higher Occupations in the San Joaquin Valley. Again, the occupations listed show a tight relationship to the programs currently offered or that are being planned at all of the campuses and online.

Additional Input regarding Jobs and Economic Development

In our effort to gain as much knowledge and background about emerging industries in the region, the team interviewed John Lehn on June 26, 2017. John is President/CEO of Kings County Economic Development Corp. and Director of Kings County Job Training Office. The following are excerpts from that interview.

- The office is unique in California in that it includes both economic development and workforce development.
- The goal is to both attract and retain businesses.
- The office has been working successfully with WHCCD for the past 10 years. West Hills is a primary CTE provider for grants and classroom training.

West Hills is a premier and aggressive institution with an active grant program. West Hills does a great job of bettering its organization and its outreach to the community to gather ideas that are beyond its core mission. They lead various multi-institutional grants and other programs, such as Essential Elements.

Emerging Industries

- Several Agriculture and Environment-Related Industries
- Micro-Irrigation
- Plant Sciences
- Air Quality
- Dairy – Struggling with Methane Capture
- Solar – Commercial-Grade Panel Manufacture
- Logistics - Larger Groups Arriving in the Fresno Area
- Truck Driving - Used to Be Seasonal, Now Becoming More Sustained throughout the Year
- Education - Sustained Growth
- Registered Nurse, Psych Tech - Sustained Growth
- Public Infrastructure - Construction Trades, Construction Management
- HVAC - Inclusive of Industrial Side
- Hydraulic Fracturing - Began 3–5 Years Ago, Stopped Primarily due to Political Considerations
- New Oil and Gas Exploration - Focused on the Valley Floor vs. Hills

- Medical Marijuana - “The Largest Opportunity We See at the Moment”
- Irrigation
- Biosciences
- Electrical Engineers/Techs
- Heavy HVAC Requirements

Hanford and Coalinga have not said no and in fact have indicated their willingness to explore opportunities with potential employers.



Appendix D: Emerging Sectors and High-Wage Jobs

Emerging industry sectors are industries with the highest levels of growth as measured by percent change (Exhibit 4.11). We note that two of the top five and four of the top 10 will provide opportunities for the district and the regional population. (1) The first sector consists of continuum of care retirement communities and assisted living facilities for the elderly. This industry will require nurses, nursing assistants, and other related health professionals. (2) Management, scientific, and technical consulting services will require a full range of job

skills, including those requiring a bachelor’s degree and beyond. Technical assistants are also included in this category. (3) Wired telecommunications carriers will require equipment installers and repairers. (4) Petroleum and coal products manufacturing will require workers with a full range of technical skills, including steam pipe fitters, if/as the hydraulic fracturing industry emerges.

Exhibit D.1 - Top Emergent Industry Subsectors - San Joaquin Regional Planning Unit

Top Emergent Industry Subsector	Numeric Change 2012–2022	Percent Change
Other General Merchandise Stores	6,320	73.4%
Cont. Care Retirement Communities & Asst. Living Facilities for the Elderly	4,510	68.0%
Building Finishing Contractors	4,060	64.2%
Management Scientific & Tech. Consulting Services	3,660	59.5%
Other Support Services	1,420	68.9%
Motor Vehicle Parts Manufacturing	1,280	108.5%
Highway, Street, & Bridge Construction	1,200	71.0%
Wired Telecommunications Carriers	1,090	63.4%
Social Advocacy Organizations	860	71.7%
Petroleum & Coal Products Manufacturing	670	59.8%

Source: Employment Development Department
Labor Market Information Division

Exhibit D.2 - Middle Skill, Middle Wage or Higher Occupations within the San Joaquin Regional Planning Unit

Occupations	2012–2024	Median Annual Wage 2016, Q1
Heavy and Tractor-Trailer Truck Drivers	10,494	\$40,041
Registered Nurses	9,600	\$91,510
Teacher Assistants	5,245	\$28,905
Nursing Assistants	4,863	\$27,057
Medical Assistants	4,231	\$30,558
Licensed Practical and Licensed Vocational Nurses	2,956	\$51,343
Preschool Teachers, Except Special Education	1,935	\$30,319
Dental Assistants	1,586	\$31,716
First-Line Supervisors of Production and Operating Workers	1,478	\$53,638
Firefighters	1,080	\$55,844
Computer User Support Specialists	1,048	\$47,185
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,025	\$44,599
Dental Hygienists	966	\$86,444
Emergency Medical Technicians and Paramedics	909	\$33,149
Medical Records and Health Information Technicians	892	\$38,238
Paralegals and Legal Assistants	828	\$48,905
Aircraft Mechanics and Service Technicians	739	\$57,758
Library Technicians	699	\$35,389
Medical and Clinical Laboratory Technicians	671	\$43,721
Telecommunications Equipment Installers and Repairers	621	\$53,645
Phlebotomists	522	\$36,274
Respiratory Therapists	503	\$77,694
Radiologic Technologists	492	\$74,594
Forest and Conservation Technicians	464	\$32,406
Agricultural and Food Science Technicians	444	\$37,365

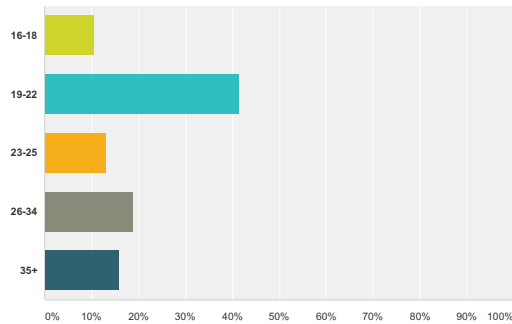
*Source: Employment Development Department
Labor Market Information Division*

Appendix E: Student Survey Results

Q1. Please identify your age group.

Answered - 334

Skipped - 0

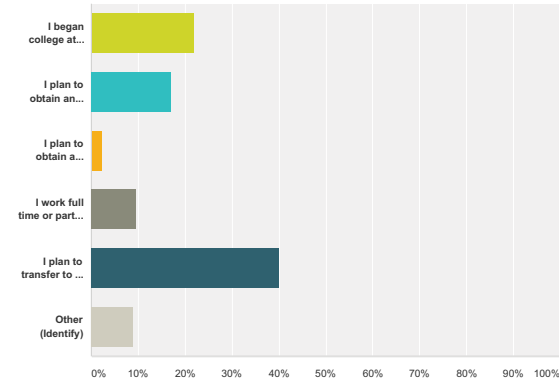


Answer Choices	Responses	Count
16-18	10.48%	35
19-22	41.62%	139
23-25	13.17%	44
26-34	18.86%	63
35+	15.87%	53
Total		334

Q2. Please select one or more of the following that best apply to you.

Answered - 334

Skipped - 0

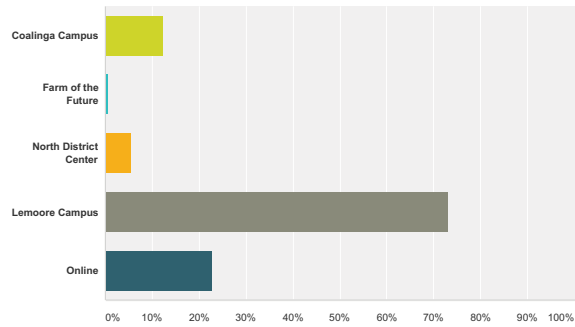


Answer Choices	Responses	Count
I began college at WHCCD straight out of high school	21.86%	73
I plan to obtain an Associates Degree from WHCCD	17.07%	57
I plan to obtain a certificate and get a job	2.40%	8
I work full time or part time and am attending WHCCD to improve my skills and further my career	9.98%	32
I plan to transfer to a 4-Year University and obtain a Bachelor's Degree	40.12%	134
Other (Identify)	8.98%	30
Total		334

Q3. Where do you take most of your classes? Select one.

Answered - 334

Skipped - 0

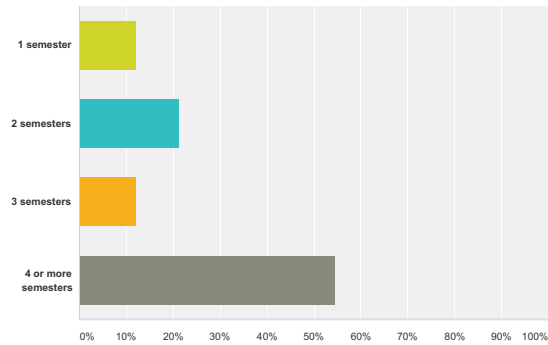


Answer Choices	Responses	Count
Coalinga Campus	12.28%	41
Farm of the Future	0.60%	2
North District Center	5.39%	18
Lemoore Campus	73.05%	244
Online	22.75%	76
Total Respondents: 334		

Q4. How many semesters have you attended classes at WHCCD? Select one.

Answered - 330

Skipped - 4

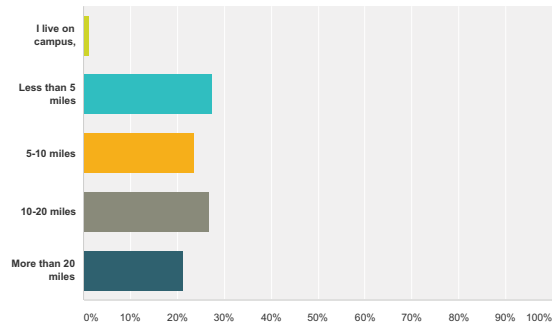


Answer Choices	Responses	Count
1 semester	12.12%	40
2 semesters	21.21%	70
3 semesters	12.12%	40
4 or more semesters	54.55%	180
Total		330

Q5. How far do you travel to get to class? Select one.

Answered - 332

Skipped - 2

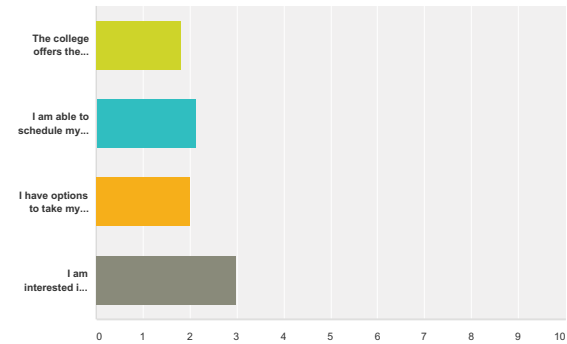


Answer Choices	Responses
I live on campus,	1.20% 4
Less than 5 miles	27.41% 91
5-10 miles	23.49% 78
10-20 miles	26.81% 89
More than 20 miles	21.08% 70
Total	332

Q6. Course offerings: please let us know your opinion about the following statements on a scale of 1 to 5 (5 = strongly agree, 1 = strongly disagree).

Answered - 332

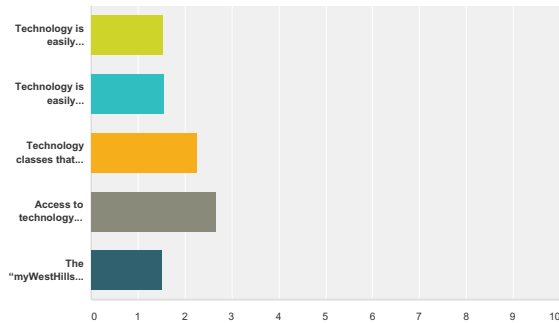
Skipped - 2



	5- Strongly Agree	4- Somewhat Agree	3- Neither Agree nor Disagree	2- Somewhat Disagree	1- Strongly Disagree	Total	Weighted Average
The college offers the classes I want to take	42.60% 141	42.90% 142	5.14% 17	8.46% 28	0.91% 3	331	1.82
I am able to schedule my preferred classes when I want to take them	33.43% 111	41.27% 137	9.64% 32	10.84% 36	4.82% 16	332	2.12
I have options to take my preferred courses online	40.79% 135	34.44% 114	13.60% 45	6.65% 22	4.53% 15	331	2.00
I am interested in participating in an entrepreneurial center that would help me start my own business	18.24% 60	13.98% 46	38.60% 127	8.51% 28	20.67% 68	329	2.99

Q7. Technology: please let us know your opinion about the following statements on a scale of 1 to 5 (5 = strongly agree, 1 = strongly disagree).

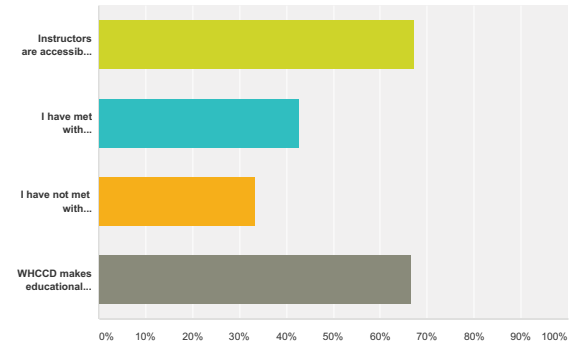
Answered - 333
Skipped - 1



	5- Strongly Agree	4- Somewhat Agree	3- Neither Agree nor Disagree	2- Somewhat Disagree	1- Strongly Disagree	Total	Weighted Average
Technology is easily available on campus	61.86% 206	27.33% 91	6.01% 20	3.90% 13	0.90% 3	333	1.55
Technology is easily available at home, and I tend to complete assignments and research there	61.26% 204	26.73% 89	6.31% 21	5.11% 17	0.60% 2	333	1.57
Technology classes that I am interested in are easily available to me	27.11% 90	28.31% 94	36.14% 120	6.02% 20	2.41% 8	332	2.28
Access to technology needs to be improved on campus.	22.52% 75	22.52% 75	30.03% 100	14.71% 49	10.21% 34	333	2.68
The "myWestHills" portal on the WHCCD web site is easy to use and I access it often.	68.17% 227	19.82% 66	6.31% 21	3.60% 12	2.10% 7	333	1.52

Q8. Faculty and academic support: please select all that apply from the following.

Answered - 329
Skipped - 5

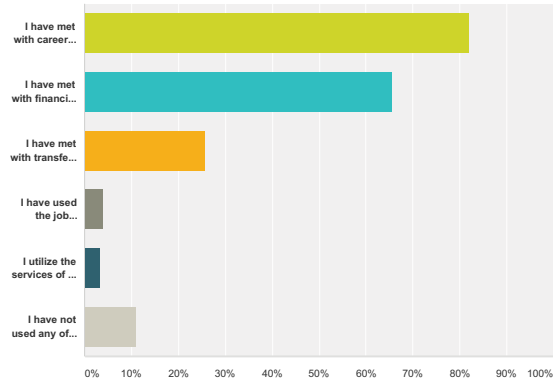


Answer Choices	Responses
Instructors are accessible and make themselves available for additional learning assistance	67.17% 221
I have met with instructors during office hours	42.86% 141
I have not met with instructors during office hours	33.43% 110
WHCCD makes educational resources (tutors, counseling, study groups, etc.) easily available as a tool for my success	66.57% 219
Total Respondents: 329	

Q9. Other academic and support services: Please select all that apply from the following

Answered - 328

Skipped - 6

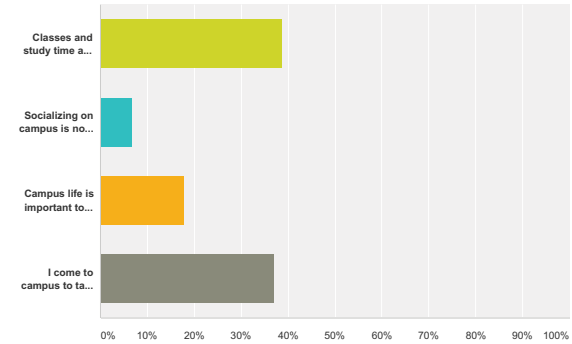


Answer Choices	Responses
I have met with career counselors on campus to assist with my long term educational goals	82.01% 269
I have met with financial aid staff to assist with financial needs	65.55% 215
I have met with transfer services to discuss and plan my transition to a four year university	25.61% 84
I have used the job placement services provided	3.96% 13
I utilize the services of the Child Development Center	3.35% 11
I have not used any of these services	10.98% 36
Total Respondents: 328	

Q10. Pertaining to campus life please mark all that apply.

Answered - 327

Skipped - 7

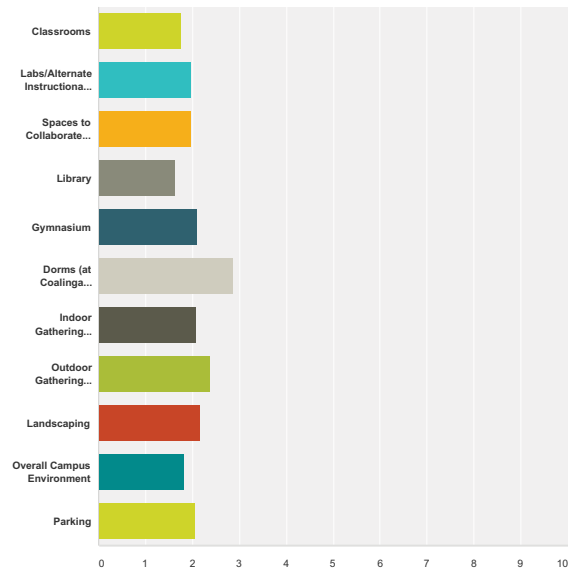


Answer Choices	Responses
Classes and study time are how I fill my time on campus.	38.53% 126
Socializing on campus is not important to me.	6.73% 22
Campus life is important to me. I have friends on campus and like to have opportunities to socialize and study with friends while on the campus.	17.74% 58
I come to campus to take classes, and then leave.	37.00% 121
Total	327

Q11. How would you rate the following campus facilities and amenities regarding their overall function, comfort, and support of a positive learning experience? Rate the following on a scale of 1 to 5, with 5 meaning very satisfied and 1 meaning very dissatisfied?

Answered - 333

Skipped - 1



	5- Very Satisfied	4- Somewhat Satisfied,	3 - Neither Satisfied nor Dissatisfied	2- Somewhat Dissatisfied	1- Very Dissatisfied	Total	Weighted Average
Classrooms	44.38% 146	40.73% 134	10.94% 36	3.34% 11	0.61% 2	329	1.75
Labs/Alternate Instructional Areas	37.58% 124	33.33% 110	25.15% 83	3.33% 11	0.61% 2	330	1.96
Spaces to Collaborate With Other Students and Faculty	39.16% 130	34.04% 113	19.28% 64	6.02% 20	1.51% 5	332	1.97
Library	59.46% 198	26.73% 89	8.71% 29	2.40% 8	2.70% 9	333	1.62
Gymnasium	40.25% 130	20.12% 65	33.75% 109	3.10% 10	2.79% 9	323	2.08
Dorms (at Coalinga Campus)	9.77% 25	7.03% 18	76.17% 195	2.34% 6	4.69% 12	256	2.85
Indoor Gathering Spaces to Socialize	38.65% 126	30.06% 98	21.17% 69	7.36% 24	2.76% 9	328	2.06
Outdoor Gathering Spaces	31.52% 104	25.45% 84	22.73% 75	13.64% 45	6.67% 22	330	2.38
Landscaping	38.37% 127	29.61% 98	15.41% 51	11.78% 39	4.83% 16	331	2.15
Overall Campus Environment	44.41% 147	36.86% 122	13.29% 44	4.53% 15	0.91% 3	331	1.81
Parking	45.48% 151	24.70% 82	14.16% 47	11.75% 39	3.92% 13	332	2.04



