EAGLE VISION PLANNING

September 25, 2020

Kristin Clark, President

Chris Hill, Achieving the Dream Coach

Kyle Crider, Director of Institutional Effectiveness

Nestor Lomeli, Director of Admissions & Records

Eagle Vision Planning Participants

Community Members	Organization
Kelly Baker	LMFT, Onyx Trauma Healing Center
Lance Lippincott	Director-Economic and Workforce Development, Kings County Economic Development
Kody Rogers	Lemoore Police Officer
Lisa Robles	Guided Pathways Regional Coordinator, Foundation for California Community Colleges
Amy Ward	CEO, Lemoore Chamber of Commerce
Michelle King	Assistant Principal, Lemoore High School
Students	**Representing**
Yaritza Bejarano	ASG President
Austin Hoffman	ASG Vice President

Eagle Vision Planning Participants

Faculty/ Staff	Position
Dr. Kristin Clark	President
Kyle Crider	Director of Accreditation, Research, Institutional Effectiveness, and Planning
Leslie Flaming	Research Analyst
James Preston	Vice President of Educational Services
Val Garcia	Vice President of Student Services
Amber Avitia	Administrative Assistant
Elmer Aguilar	Dean of Student Services
Kris Costa	Dean of Career and Technical Education
Maria Gonzalez	Associate Dean of Categorical Programs
Andrea Picchi	Associate Dean of Athletics and Kinesiology / Athletic Director
Rene Paredes	Faculty / Academic Senate President
Sheryl Shortnacy	Senior Secretary / CSEA Vice President
Monica Respondek	Coordinator of Special Grants, Equity
Nestor Lomeli	Director of Admissions and Records
Aimee Freitas	Student Services Technician
Lourdes Hernandez	Senior Secretary

Eagle Vision Planning Participants

Faculty/ Staff	Position
Giselle Simon	Counselor - CalWORKS & EOPS/CARE
Marta Hendrickson	Counselor
Ron Oxford	Librarian
Shannon Turmon	Education/Guidance Studies Instructor
Derek Lopez	DSPS Counselor
Candace Simmons	Program Assistant
Sze Ki Liu	Academic Advising Specialist II
Oscar Villarreal	Director of Upward Bound
Deborah Soria	Director of Financial Aid
Cristina Cardoso	Academic Advising Specialist
Keith Brock	Adaptive Technology Coordinator
Joshua Allen	Director of M&O
Amber Tidwell	GED/Remedial Basic Skills Instructor
Loren Kelly	Adjunct Instructor, Business
Fidela Jimenez	Senior Secretary
Amanda Carey	Adjunct Instructor, Biology
Rowena Bermio	Adjunct Instructor, History
Anthony Oliveira	Adjunct Instructor, Business
Brandon Baker	Adjunct Instructor, English

WHCL North Star
Student Learning & Achievement

1 **Focus on Specific Data Points**

Participation and Access
Course Success
Completion
Transfer
Employment
Leading Indicators

Strategic Plan (Goals) and Institutional Set Standards (Floor)

2 **Build on Existing Initiatives and Strategies**

Student Equity Plan

Vision for Success Goals

Guided Pathways

Achieving the Dream Social Justice and Equity

3 **Use Outcomes, Program Review, and Institutional Planning for Resource Allocation Decisions**

Requests for additional resources must be tied directly to results and initiatives that will improve student learning and achievement

Strong Framework

Get Strong	Start Strong	Stay Strong	Finish Strong
Prepare students to enroll in educational or career pathway.	Guide the start of student educational or career pathway.	Support student persistence of educational or career pathway.	Foster student completion of educational or career pathway.

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OVERVIEW & OUTCOMES

Overview:

1. Data Review
2. Group Breakout & Share
3. *Break*
4. College Goals
5. Group Breakout & Share
6. College Mission Statement & Feedback
7. Wrap Up

Participants will:

1. Determine if WHCL's Vision for Success plan (strategic plan) should include additional goals and if so, make recommendations
2. Review WHCL's Mission Statement and if needed, make recommendations to modify the mission statement
3. Establish at least one personal action item that addresses WHCL's equity and achievement gaps or college goals.

Chris Hill

Achieving the Dream Data Coach

Chris is a higher education coach with 20 years of community college experience as faculty and an administrator. She has facilitated college-wide work on transformational approaches to student learning and completion, and works with colleges to focus on the use of data for improving student success and achieving equitable outcomes.

Kyle Crider

WHCCD Director of Accreditation, Research, Institutional Effectiveness, and Planning

With over 13 years of experience at West Hills, Kyle leads the district's Office of Accreditation, Research, Institutional Effectiveness, and Planning. This includes leadership and support for college and district efforts in these areas, as well as a districtwide focus on analysis of institutional data, emphasizing student success, equity, and continuous improvement.

LEADING & LAGGING INDICATTORS

Course
Success Rates
in First Year

Transfer Math
and English in
Year 1

Persistence to
Second Year

END GOAL
Degree
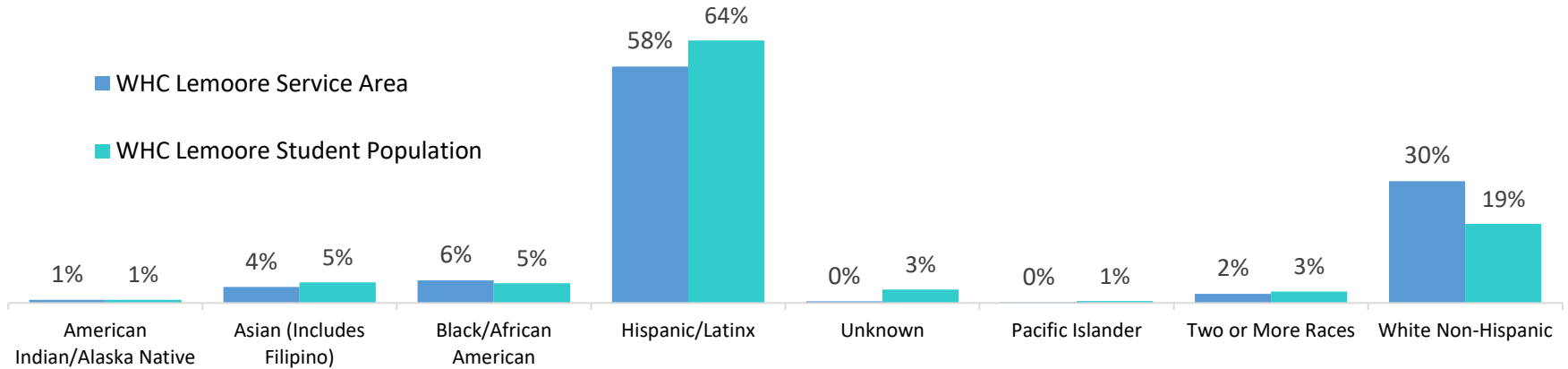Certificate
Transfer
Employment
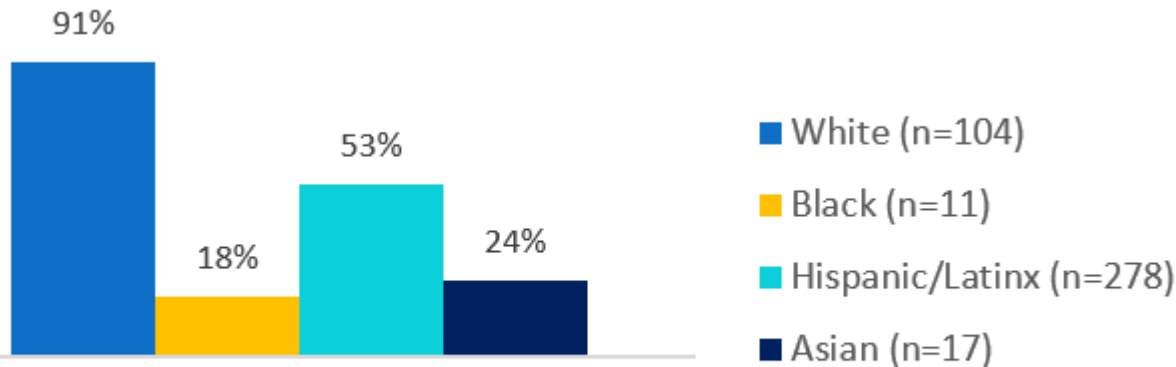
Actionable

Not Actionable

LEADING INDICATORS

LAGGING INDICATOR

PARTICIPATION & ACCESS

WHC Lemoore Student Population Mirrors Service Area Population

Legend:
- WHC Lemoore Service Area
- WHC Lemoore Student Population

Category	Service Area	Student Population
American Indian/Alaska Native	1%	1%
Asian (Includes Filipino)	4%	5%
Black/African American	6%	5%
Hispanic/Latinx	58%	64%
Unknown	0%	3%
Pacific Islander	0%	1%
Two or More Races	2%	3%
White Non-Hispanic	30%	19%

How do students experience faculty representation in the classroom?

% of students who took at least one class taught by someone who is their same race/ethnicity

- White (n=104): 91%
- Black (n=11): 18%
- Hispanic/Latinx (n=278): 53%
- Asian (n=17): 24%

- White students are much likelier than students of color to be enrolled in at least one class with an instructor of their same race/ethnicity.
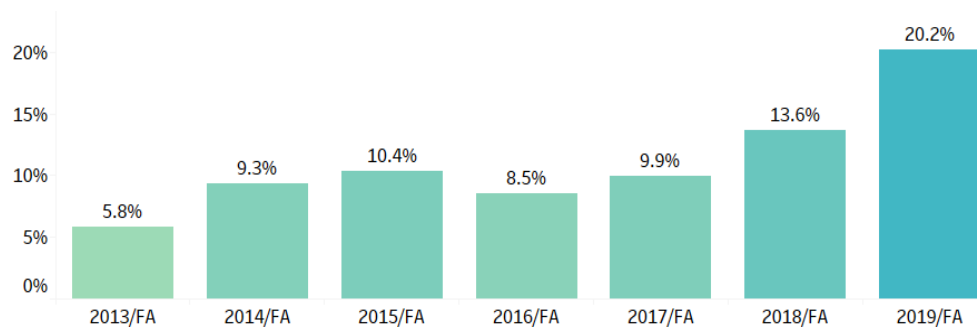
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COURSE SUCCESS

Leading Indicator: Course Success Rates (% of students earning A, B, C, or Pass/Credit)

	2015-16	2016-17	2017-18	2018-19	2019-20
Course Success Rate Overall	71.4%	72.4%	71.9%	71.9%	73.2%
Face to Face/Web-Enhanced	75.4%	76.1%	75.4%	75.2%	75.3%
Online	62.1%	63.3%	65.0%	66.7%	70.6%

- Overall success rates have improved in the past five years
- Gap between success in online and face to face courses has narrowed from 13% to less than 5%.

Leading Indicator: Math and English Completion by End of Students' First Year

Bar chart: 2013/FA 5.8%, 2014/FA 9.3%, 2015/FA 10.4%, 2016/FA 8.5%, 2017/FA 9.9%, 2018/FA 13.6%, 2019/FA 20.2%

- Fall 2019 was the first full implementation term of AB705 reforms to placement and curriculum.
- Math & English completion rates have increased across student groups, including Hispanic/Latinx students (8% in 2014 to 22% in 2019) and Black students (4% to 13% - an increase, but still lower than other groups).
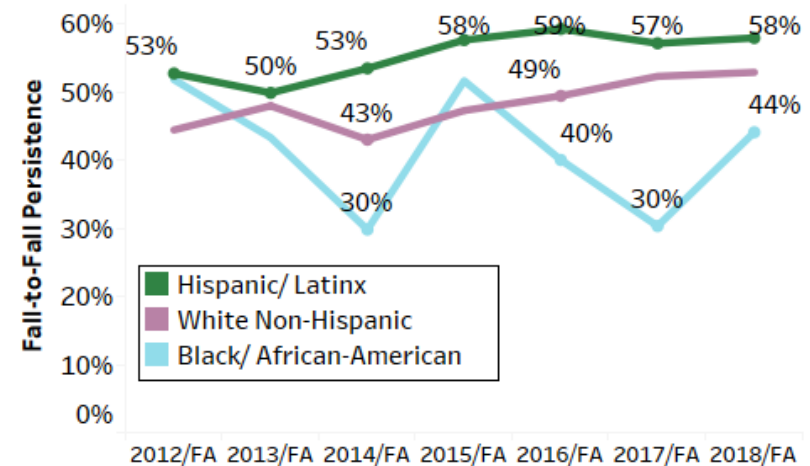
DEGREE & CERTIFICATE COMPLETION
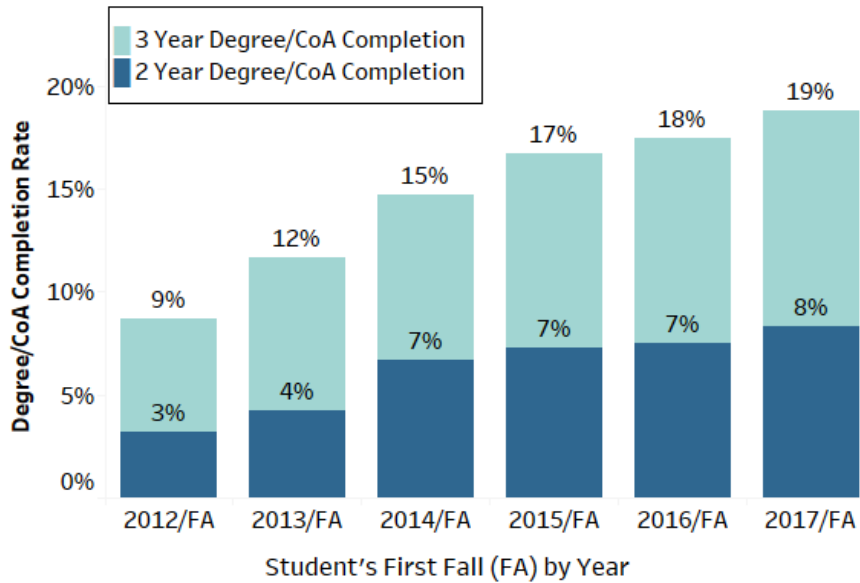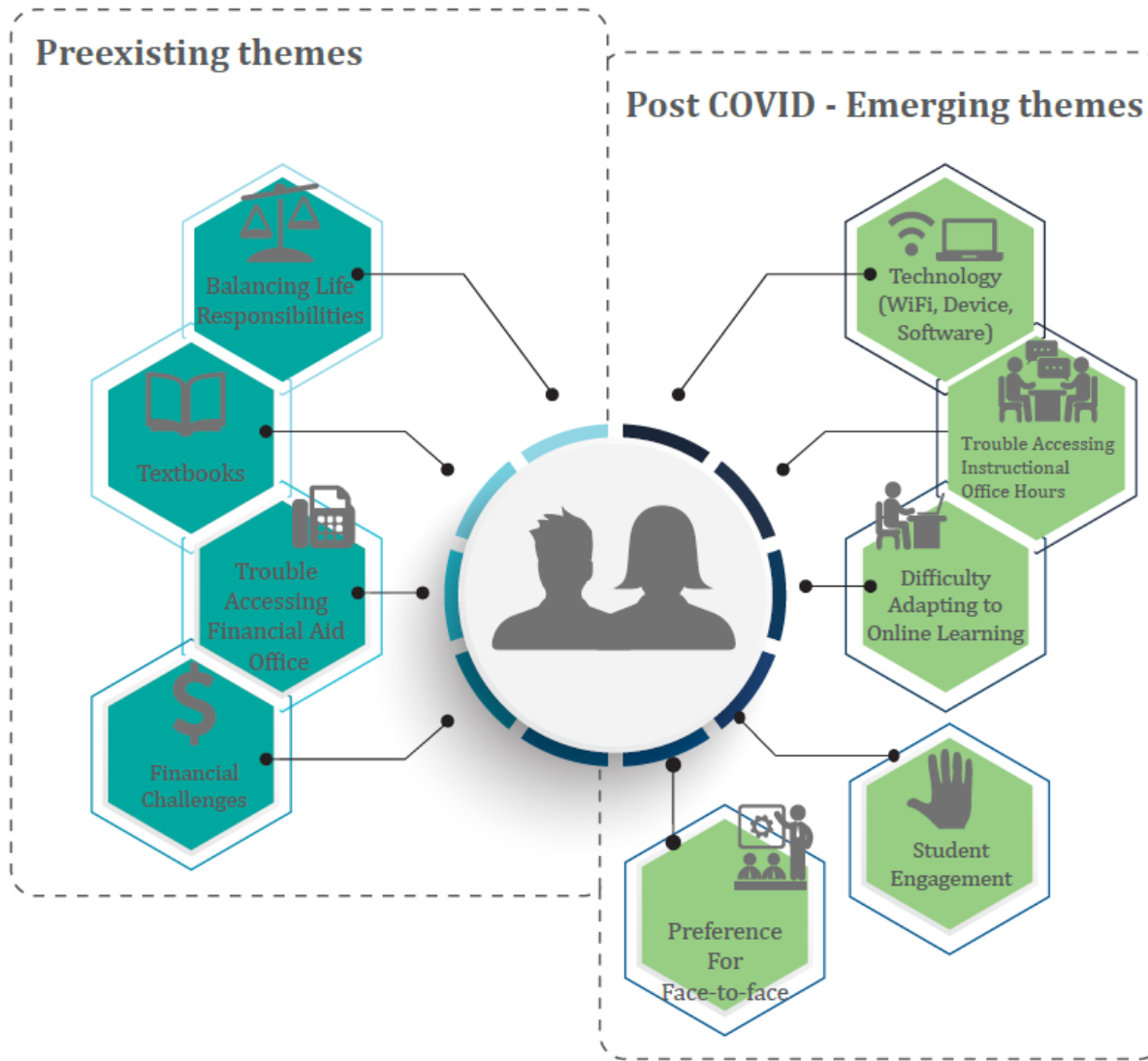

Completion Rate: Lagging Indicator

- Completion Rates: % of first-time students completing a degree or certificate of achievement within two and three years.
- Rates have increased consistently for incoming cohorts

Persistence: Leading Indicator

- Persistence into a second year of enrollment is a key leading indicator for completion
- Fall to fall persistence is highest among Hispanic/Latinx students, and lowest for Black/African American students.

WHAT DO STUDENTS TELL US?

Preexisting themes
- Balancing Life Responsibilities
- Textbooks
- Trouble Accessing Financial Aid Office
- Financial Challenges

Post COVID - Emerging themes
- Technology (WiFi, Device, Software)
- Trouble Accessing Instructional Office Hours
- Difficulty Adapting to Online Learning
- Student Engagement
- Preference For Face-to-face

WHAT DO FACULTY/STAFF TELL US?

Long-term focus

Wheel diagram "Student-Focused Culture" with segments:
- Leadership & Vision: 3.5
- Data & Technology: 3
- Equity: 3
- Teaching & Learning: 3
- Engagement & Communication: 3
- Strategy & Planning: 3
- Policies & Practices: 3

Institutional Capacity Assessment Tool
ICAT Spring 2017

Equity: Identified Areas of Opportunity

Area	Score
Leadership & Vision	3.3
Strategy & Planning	3.2
Engagement & Communication	3.1
Policies & Practices	3.3
Teaching & Learning	2.9
Data & Technology	3.2
Culture of Evidence	2.9

Key areas of focus to improve equity:
- Teaching and Learning
- Culture of Evidence

WHAT DOES THE COMMUNITY TELL US?

In anticipation of 2020 Eagle Vision Planning at West Hills College Lemoore, a brief survey was emailed to 46 individuals representing business and industry, K12 education, local government, and community organizations in WHC Lemoore's service area. A total of 27 responses were received (61%). Respondents were asked to rate each statement from strongly agree (7) to strongly disagree (1).

I recommend WHCL to people considering going to college.	6.9
Overall, West Hills College Lemoore (WHCL) is a great resource for the community it serves.	6.9
WHCL is an important part of the Kings County economy.	6.9
I have heard good things about WHCL.	6.8
WHCL is responsive to the community's needs.	6.7
I would recommend WHCL for training in technical careers and industries	6.5
WHCL has the right technology students need for learning.	6.5
WHCL has excellent faculty.	6.4
WHCL is helpful to students.	6.4
WHCL is relentless in the pursuit of student success.	6.4
WHCL offers the programs and certificates needed in the region.	6.3
WHCL graduates get good jobs.	5.6

BREAKOUT # 1

Groups:

- *Teaching Faculty*
- *Support Faculty and Staff*
- *Students*
- *Community Members*

Instructions:

Everyone will be assigned to a breakout room.

Assign a group spokesperson who will report out (60 secs or less) one (1) thing that your group can do that will have the most impact to reduce achievement/equity gaps.

DATA SUMMARY SHARE

- What does the data tell us about our students? Our faculty? Our staff?
- Is there a common theme or something that sticks out?
- Which of these themes do you think you could impact in your role?
  - What will you need to do in order to make that impact?

Vision for Success
2022 Goals and Commitments

California Community Colleges

- Credentials
- Transfers
- Employed in field of study

- Reduce number of units on completion
- Equity gaps on all metrics
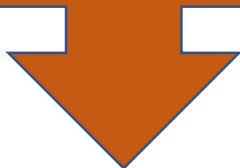
- Focus relentlessly on students' end goals.
- Always design and decide with the student in mind.
- Pair high expectations with high support.
- Foster the use of data, inquiry, and evidence.
- Take ownership of goals and performance.
- Enable action and thoughtful innovation.
- Lead the work of partnering across systems.
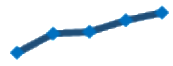
West Hills College Lemoore – Vision for Success Goals

	Goals	2014-15	2015-16	2016-17	2017-18	2018-19	Trend	2021-22 Goal
1	Increase All Students Who Attained the Vision Goal Completion	407	497	504	553	590		853
2	Increase All Students Who Transferred to a CSU or UC Institution	213	256	274	302			322
3	Decrease Average Number of Units Accumulated by All Associate Degree	84	82	83	84	84		73
4	Increase All Students with a Job Closely Related to Their Field of Study	68%	62%	63%				80%
5	Equity	Reduce Equity Gaps Among Underrepresented Students						

Source: California Community Colleges Chancellor's Office Student Success Metrics. Data Retrieved Sept. 9, 2020.

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BREAKOUT # 2

Groups:

Random

Instructions: Everyone will automatically be assigned to a breakout room. Please assign a group spokesperson who will report out (60 secs or less).

Based on a review of the data presented today and WHCL's existing Vision for Success Goals, are there any gaps or themes that are not already addressed in the goals? If so, what goal would you recommend be added?

COLLEGE GOALS SHARE

- Based on a review of the data presented today and WHCL's existing Vision for Success Goals, are there any gaps or themes that are not already addressed in WHCL's Vision for Success Goals?

- If so, what goal would you recommend be added to the College's Vision for Success Plan?

WHCL Vision/Mission

VISION STATEMENT DEFINITION

A short phrase describing the future you are ultimately working towards
(i.e. your final destination or desired end state)

HOW A VISION STATEMENT DIFFERS FROM A MISSION STATEMENT.

Mission statements and vision statements are complementary but unique.

MISSION
- Present tense
- Describes what you do and who/what benefits from this work

▶

VISION
- Future Objective
- Description of a future you are ultimately working towards

Example from
OXFAM

MISSION: *To create lasting solutions to poverty, hunger, and social injustice.*
VISION: *A just world without poverty.*

Vision

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

ACCJC Mission Statement Requirements

"The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement."

Accrediting Commission for Community and Junior Colleges Standard I.A.1

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Components of a Good Mission Statement

MISSION STATEMENT DEFINITION

A one-sentence statement describing the reason your organization or program exists. (what you do + who/what you do this for)

ACTION(S)	SERVICE(S)	TARGETED BENEFICIARIES

Bringing clean, safe drinking water to people in developing countries – charity: water

GUIDELINES YOUR MISSION STATEMENT SHOULD FOLLOW

Clear (Easy to Understand)
This is not a time to show off your vocabulary. Use concrete language and keep things simple. Try to keep to an 8th grade reading level, don't exceed 10th grade.

Concise (Short & To-the-Point)
Don't fall prey to buzzwords, adjective strings and fluff. Aim for 5-14 words, 20 max. This is often the hardest part, but anything longer and you undermine its utility.

Useful (Inform. Focus. Guide.)
It doesn't matter how short, clear or cute your phrase is if it fails to inform others about what you do and focus and guide internal team members and decisions.

WHCL MISSION STATEMENT

West Hills College 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, and career pathways.

Based on the data review and conversations today, is there anything that is missing from WHCL's mission statement?

Key Take-Away

Share one (1) personal action item or key take-away

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