

West Hills Community College District

Student Equity Plan



January 31, 2005

WEST HILLS COMMUNITY COLLEGE DISTRICT
STUDENT EQUITY PLAN Lemoore

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District: West Hills Community College

College: West Hills College Coalinga / West Hills College Lemoore

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EXECUTIVE SUMMARY

Section B.

Overview

The West Hills Community College District encompasses extremes of geographic, economic, and cultural diversity. There is no urban hub in this sparsely populated area of approximately 149,000 people. The largest percentage of students who attend WHCCD are Hispanic and are representative of the communities in our service region, with many cities having more than 90% first generation seasonal farm workers.

West Hills College District's mission continuously strives to ensure access and the success of its students. The students from this region are impacted by the isolation of the rural area and access to educational services caused by distance, geography, language barriers, and poverty are their challenges.

West Hills Community College District (WHCCD) grew from a single-college district West Hills Community College Coalinga to a multi college district on July 1, 2001 with the approval of the California Community Colleges Board of Governors (BOG) and the California Post Secondary Education Commission (CPEC). The new campus is located in Lemoore, CA. West Hills College Lemoore is approximately 45 miles east of the Coalinga campus. West Hills Community College District has two campuses one in Coalinga and the other in Lemoore and an educational center in Firebaugh as well as instructional facilities at Lemoore Naval Air Station.

Student equity is a high priority for West Hills College District. We are committed to providing and enhancing the success of our students, especially those from underrepresented groups. The discussions by representative groups surrounding the review of the data and development of goals and activities have been excellent. Additionally, there is an emphasis on developing successful student outcomes.

In order to provide a comprehensive plan, the West Hills Community College District will provide goals for each campus in the areas identified. The data review demonstrates a five year commitment that emphasizes Student Learning Outcomes and commitment to Student Equity.

For West Hills College, this is not merely a plan, rather, student equity will be the principle that motivates all decisions and policies related to instruction and curriculum, student and support services, human resources, and the institutional planning and governance of the college.

Target Groups

West Hills Community College Coalinga
West Hills Community College Lemoore

Goals

West Hills Community College Coalinga
West Hills Community College Lemoore

Overall Coordination

West Hills Community College Coalinga
West Hills Community College Lemoore

Access

West Hills College Coalinga
West Hills College Lemoore

Course Completion

West Hills Community College Coalinga
West Hills Community College Lemoore

Degree and Certificate Completion

West Hills Community College District

ESL/Basic Skills Completion

West Hills Community College Coalinga
West Hills Community College Lemoore

Transfers

West Hills Community College District

Summary of Activities

West Hills Community College Coalinga
West Hills Community College Lemoore

Overall Coordination

West Hills Community College Coalinga
West Hills Community College Lemoore

Access

West Hills Community College Coalinga
West Hills Community College Lemoore

Course Completion

West Hills Community College Coalinga
West Hills Community College Lemoore

Degree & Certificate Completion

West Hills Community College District

ESL/Basic Skills Completion

West Hills Community College Coalinga
West Hills Community College Lemoore

Transfers

West Hills Community College District

Resources

District Contact

** (Disclaimer notice: for the sake of this accreditation process, the first half of this entire document consisted of Coalinga's Student Equity Plan which was removed. The entire hard copy document is available along with the other items).*

WEST HILLS COLLEGE LEMOORE



STUDENT EQUITY PLAN

2005 - 2006

Introduction

West Hills College Lemoore strongly supports the goal of student equity which is “to increase access and success at California Community Colleges, particularly for historically underrepresented groups”.

West Hills College Lemoore is committed to the concepts of student equity. The philosophy of the college is to provide access to all students (with emphasis on underrepresented populations) and encourage a success ethic for all students to achieve their goals. West Hills Community College District and the Lemoore campus will continue to conduct research, pilot test, and develop innovative approaches to specialized services that enhance and address some of the unique needs of underrepresented students.

To assist in the development of the specialized services, the Student Equity Committee identified and reviewed model efforts already in place which demonstrates strategies for student success. Thus, the goals and activities remain simple and achievable in the five areas covered by the indicators. Increased student success will not weaken academic standards.

Each one of these currently active programs provides support services which contribute to the success of students from underrepresented population. The college realizes that it will take the collective energy of the administration, faculty, staff, and students to see that access and success are guaranteed. The college will continue to focus on the development of new programs, services, and projects that will lead to an equitable learning environment for all students.

Planning

The Student Equity Plan Committee is an ad-hoc subcommittee of the Student Success Committee. WHCL conducted Strategic Planning sessions to determine, through a shared governance approach, an ensured campus-wide representation of all groups (faculty, students, and staff.)

During this process, it was determined that a campus-based Student Equity Plan would better serve our students. There are some significant differences between the two colleges (Coalinga and Lemoore) that support this decision: demographics, geography, programs, size of college, and external resources. Currently, West Hills College Lemoore is not fully accredited but has achieved “Candidacy Status.” Therefore, this plan is for WHC Lemoore using both district and campus data to substantiate our findings and focus.

Guiding Principles

1. West Hills College Lemoore developed a plan based on dialogue with our faculty, staff, and students from diverse backgrounds to guide our process.
2. “Student success” is our priority, and equally so is the “learner needs.”
3. WHC Lemoore strives to align our core academic goals and student learning outcomes with organizational goals.
4. The college’s goals shall be measured by the quality of our services through a regular and systematic evaluation process.
5. The college’s goal is to become a learning outcomes institution that empowers the student to learn and understand what they have learned.

Mission

To commit college-wide staff and resources to the Student Equity Plan and its implementation. To provide educational, and cultural opportunities to underrepresented populations and enhance their learning outcomes.

Values

People (College and Community); Process (Collaboration and Collegiality); Innovation (Instruction and Technology); Student Success (Retention Rate and Transfer Ready).

Vision

West Hills College Lemoore is committed to life long learning and equitable access for the local communities to utilize our academics and world-class technology. WHCL is the conduit for preventing the brain drain and the pipeline for local talent to return and give back to their communities.

Target Groups

WHCL is committed to its students and will continue to develop activities that are specifically designed to reach those from underrepresented groups. Recently, we have made progress in reaching special groups. However, it is a constant effort to ensure that everyone is afforded the same opportunity to education. The data indicators show that our efforts should continue to focus on several groups. These include:

Access – Hispanic, African-American, American Indian Students

Course Completion – Hispanic and African-American, and American Indian Students

ESL and Basic Skills – Hispanic, African-American, and Asian Students

Degree and Certificate Completion – Hispanic, African-American and American Indian Students

Transfers – All Students

Goals

The Student Equity committee developed the following goals:

Plan Coordination

- To develop and implement the Student Equity Plan

Access

- Increase the proportion of Hispanic student enrollment by 2%; African-Americans by 2%; and Native Americans by 1% each year for the next 5 years.
- Maintain proportion of all other historically underrepresented groups.
- Increase the proportion of disabled students by ensuring accurate accountability for all disabled students.

ESL and Basic Skills Course Completion

- Increase the completion rate for basic skills courses by 3% per year until the rate reaches 70%.
- Analyze the data on persistence to determine if there is any difference in the distribution or total number of “completers.” If there appears to be a concern then goals will be developed.

Degree and Certificate Completion

- Increase the number of degrees and certificates awarded by 2% per year for the next 5 years.
- Continue to monitor the ethnic and gender distribution of recipients to assure it is comparable to that of the total student body.

Transfers

- Increase the number of students who transfer by 2% for the next five years.
- Assure that ethnic distribution of transfers is comparable to that of the total student body enrollment.

- Improve data on the number of students who transfer and determine the receiving institutions.

Summary of Activities

West Hills College Lemoore continually works with various groups and programs in an ongoing effort to ensure that our outreach strategies achieve the desired results: to reach out to every student, specifically those of special populations, to affirm the mission of the college and to ensure accessibility to all our programs and participants. The development and implementation of the Student Equity Plan reinforces the philosophy that we are committed to educational excellence. The Plan is a pragmatic assessment of our young campus with goals that are aggressive, yet achievable. These activities are summarized as follows:

Plan Coordination: The Student Equity Committee is an ad-hoc subcommittee of the Student Success Committee. The subcommittee will develop and assist in the implementation of the Student Equity Plan and meet, as needed, to monitor, review, and modify the plan as the data changes in the core indicators. A Student Equity Advisory Board will be developed to serve as on-going function of the student equity plan. The Dean of Student Services will head this process.

Access: The college has an active plan for recruitment and outreach activities that are designed to showcase educational opportunities in our programs, vocational education, and student services. Our activities encompass monthly visits to area high schools, participation in community fairs, high school college fairs, and college or special program sponsored events to invite students to visit the campus. DSPS and EOP&S program representatives conduct regular school visits, freshmen orientations, outreach and cultural events throughout the year. Other campus events and services include: an Annual Open House conducted in English and Spanish and offered during non-traditional hours. The college utilizes a bilingual marketing strategy and provides campus transportation for disabled students.

ESL and Basic Skills Course Completion: Most California colleges traditionally have low retention and success rates in basic skills Math and English. Success and withdrawal rates at Lemoore remain unfavorable and a target for improvement. Work will be done in the upcoming year to gather more data to create conclusive, pragmatic reports.

Degree and Certificate Completion: As we continue to promote our associate degrees and certificates, there is a need to design new degree and certificate programs and strategies to ensure that students stay focused on their educational goals and assist them in completing their course work in a timely manner. Those identified as “near completion” will be provided with information on how to finalize their degree completion.

Transfers: Campus visits and field trips will be conducted to promote transfer opportunities to students. Local alumni and/or campus personnel will be used to promote their college as a favorable choice for transfer. Efforts will be made to obtain better transfer data from Chancellor's Office as well as from our Research Department.

Current Activities

West Hills College Lemoore has several programs in place that are designed to assist students in achieving their educational objectives.

EOPS/CARE	Student Support Services
DSPS	Educational Talent Search
Financial Aid	Teacher Preparation Program/TEAM Teach
Matriculation	Americorps (ended in 2005)
Tutoring	Upward Bound/Math Science
Veteran's Assistance	College Assistance Migrant Program

Section C.

CAMPUS-BASED RESEARCH

- ACCESS** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

West Hills Community College District is a two-campus district: Coalinga and Lemoore. The newly designated Lemoore campus is currently going through the process of Accreditation and was awarded Candidacy Status. For this plan, district-wide student data and Lemoore campus data is available. The new Research Department is quickly moving to provide each campus with relevant data.

For that reason, Census 2000 data is used for the two counties served by WHCCD. A review of the access data revealed there are three areas where goals and activities should be developed. These include:

- Accurately determine the number of disabled students on campus
- Address the issue of Gender disparity, in particular with Hispanic females outnumbering Hispanic males almost 3 to 1
- Recruit and provide access to underrepresented groups especially the Hispanic and re-entry student

	American Indian	Asian	African-American	Hispanic	Pacific Islandes	White	Persons w/Disabilities	Men	Women
Kings Co.	1.72	3.1	8.3	43.6	0.2	53.7	21.5	57.4	42.6
WHCCD	1.04	5.31	7.06	44.69	0.46	37.46		39	58
Fresno Co.	1.6	8.1	5.3	44	0.1	54.3	18.8	41	49.9

**Student Headcount Distribution
By Gender**

College	Gender	1992-1993	1997-1998	2002-2003
WHCCD	Female	2241	3423	4543
WHCCD	Male	2389	3354	3224
WHCCD	Unknown	44	6	86

**Student Headcount Distribution
by Ethnicity**

College	Ethnicity	1992-1993	1997-1998	2002-2003
WHCCD	Asian	79	177	204
WHCCD	Black/Afr. Amer.	257	527	551
WHCCD	Filipino	107	197	231
WHCCD	Hispanic	1603	2575	3423
WHCCD	NativeAmerican	53	93	89
WHCCD	Other Non-White	28		46
WHCCD	Unknown	44	162	263
WHCCD	White	2503	3052	3046

**Student Headcount Distribution
by Age**

College	Age Group	1992-1993	1997-1998	2002-2003
WHCCD	<18	404	1177	849
WHCCD	18-19	631	968	1483
WHCCD	20-24	1062	1441	2004
WHCCD	25-29	718	849	936
WHCCD	30-34	641	667	748
WHCCD	35-39	420	536	623
WHCCD	40-49	457	739	795
WHCCD	50+	282	384	409
WHCCD	unknown	59	22	6

**Student Headcount Distribution
by DSPS**

College	DSPS Status	1992-1993	1997-1998	2002-2003
WHCCD	DSPS	107	175	378
WHCCD	Non DSPS	4567	6608	7475

CAMPUS-BASED RESEARCH

2. **COURSE COMPLETION** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

**Course Completion Data
1992-1993**

<i>Category</i>	<i>Successful Transfer</i>	<i>% Success Transfer</i>	<i>Attempted Transfer</i>	<i>Successful Basic Skills</i>	<i>% Success Basic Skills</i>	<i>Attempted Basic Skills</i>	<i>Successful Voc Ed</i>	<i>% Success Voc Ed</i>	<i>Attempted Voc Ed</i>	<i>Successful All</i>	<i>% Success All</i>	<i>Attempted All</i>
FEMALE	3,371	66.70%	5,054	372	58.77%	633	1,323	70.30%	1,882	4,743	65.57%	7,233
MALE	2,812	65.36%	4,302	236	56.19%	420	1,383	72.41%	1,910	4,215	65.28%	6,457
UNKNOWN	8	44.44%	18	0	#DIV/0!	0	6	50.00%	12	19	47.50%	40
AFR. AMER.	309	57.87%	534	54	54.55%	99	124	70.06%	177	467	56.47%	827
ASIAN	136	68.69%	198	5	45.45%	11	53	72.60%	73	178	66.92%	266
FILIPINO	114	52.29%	218	23	62.16%	37	34	44.16%	77	179	53.92%	332
HISPANIC	1,659	60.02%	2,764	329	55.48%	593	687	68.22%	1,007	2,625	60.15%	4,364
NAT. AMER.	94	75.20%	125	14	66.67%	21	41	75.93%	54	131	69.68%	188
OTHER	23	57.50%	40	0	#DIV/0!	0	10	100.00%	10	34	64.15%	53
WHITE	3,848	70.26%	5,477	183	62.67%	292	1,757	73.39%	2,394	5,344	69.77%	7,660
UNKNOWN	8	44.44%	18	0	#DIV/0!	0	6	50.00%	12	19	47.50%	40
DSPS	503	65.58%	767	207	67.65%	306	251	69.15%	363	974	66.53%	1,464
NON-DSPS	5,688	66.09%	8,607	401	53.68%	747	2,461	71.52%	3,441	8,003	65.25%	12,266

**Course Completion Data
1997-1998**

<i>Category</i>	<i>Successful Transfer</i>	<i>% Success Transfer</i>	<i>Attempted Transfer</i>	<i>Successful Basic Skills</i>	<i>% Success Basic Skills</i>	<i>Attempted Basic Skills</i>	<i>Successful Voc Ed</i>	<i>% Success Voc Ed</i>	<i>Attempted Voc Ed</i>	<i>Successful All</i>	<i>% Success All</i>	<i>Attempted All</i>
FEMALE	6,017	67.20%	8,954	721	70.34%	1,025	2,093	65.82%	3,180	8,156	66.44%	12,275
MALE	4,737	69.73%	6,793	449	64.23%	699	1,943	69.97%	2,777	6,893	67.77%	10,171
UNKNOWN	3	60.00%	5	1	100.00%	1	1	33.33%	3	5	62.50%	8
AFR. AMER.	959	65.06%	1,474	58	53.70%	108	228	65.71%	347	1,270	63.63%	1,996
ASIAN	356	76.56%	465	64	79.01%	81	69	71.13%	97	482	74.15%	650
FILIPINO	364	70.68%	515	8	80.00%	10	146	73.74%	198	477	70.67%	675
HISPANIC	3,598	62.83%	5,727	824	67.49%	1,221	1,517	60.95%	2,489	5,518	61.62%	8,955
NAT. AMER.	163	68.20%	239	22	81.48%	27	71	61.74%	115	244	67.40%	362
OTHER	5	41.67%	12	0	#DIV/0!	0	1	16.67%	6	5	35.71%	14
WHITE	5,197	72.74%	7,145	183	70.66%	259	1,956	74.15%	2,638	6,887	72.17%	9,543
UNKNOWN	115	65.71%	175	12	63.16%	19	49	70.00%	70	171	66.02%	259
DSPS	595	64.81%	918	213	73.45%	290	241	62.44%	386	967	65.65%	1,473
NON-DSPS	10,162	68.50%	14,834	958	66.76%	1,435	3,796	68.10%	5,574	14,087	67.14%	20,981

Course Completion Data 2002-2003

<i>Category</i>	<i>Successful Transfer</i>	<i>% Success Transfer</i>	<i>Attempted Transfer</i>	<i>Successful Basic Skills</i>	<i>% Success Basic Skills</i>	<i>Attempted Basic Skills</i>	<i>Successful Voc Ed</i>	<i>% Success Voc Ed</i>	<i>Attempted Voc Ed</i>	<i>Successful All</i>	<i>% Success All</i>	<i>Attempted All</i>
FEMALE	9,498	67.72%	14,025	755	70.96%	1,064	259	49.15%	527	12,131	66.35%	18,283
MALE	5,591	65.09%	8,589	405	60.63%	668	377	65.00%	580	7,655	64.44%	11,880
UNKNOW	42	51.85%	81	2	40.00%	5	0	#DIV/0!	0	52	50.00%	104
AFR. AM	1,074	63.10%	1,702	61	51.69%	118	31	54.39%	57	1,397	61.62%	2,267
ASIAN	531	79.14%	671	64	75.29%	85	11	68.75%	16	699	78.45%	891
FILIPINO	474	65.56%	723	12	54.55%	22	28	82.35%	34	589	64.80%	909
HISPANIC	6,334	63.63%	9,955	853	68.35%	1,248	318	53.90%	590	8,988	63.11%	14,241
NAT. AM	144	56.25%	256	5	50.00%	10	7	46.67%	15	184	54.28%	339
OTHER	89	70.08%	127	7	87.50%	8	0	0.00%	2	107	69.48%	154
WHITE	6,049	70.17%	8,620	138	65.40%	211	222	61.50%	361	7,326	68.84%	10,642
UNKNOW	436	68.02%	641	22	62.86%	35	19	59.38%	32	548	66.50%	824
DSPS	628	62.12%	1,011	117	59.69%	196	30	43.48%	69	1,008	61.02%	1,652
NON-DSH	14,503	66.88%	21,684	1,045	67.81%	1,541	606	58.38%	1,038	18,830	65.80%	28,615

CAMPUS-BASED RESEARCH

- 3. ESL and BASIC SKILLS COMPLETION** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

The districts Research Department was recently created and is still in the process of developing more conclusive data. Preliminary data from this area indicates that we need to evaluate this area much more and produce positive results. An extensive format for the report will be created and by next year, reports on ESL/Basic Skills will be more conclusive.

- 4. DEGREE and CERTIFICATE COMPLETION** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

A review of the data on degree and certificate completions revealed a steady increase in degrees from 2000 – 2004. Interdisciplinary Studies clearly outranked the other degrees awarded, but as we continue to refine our process of gathering data a definitive report will result. It is the opinion of the college and committee that these numbers will increase. The ethnic distribution data is still not complete and this data will continue to be gathered and monitored.

(see attachments)

- 5. TRANSFER** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Transfer data (see attachments) indicates a slow increase towards UC transfers as well as other distant CSU's in California. The exception is CSU Fresno, a large percentage of our graduates transfer to our nearest four year university in Fresno located 40 miles from the campus. With the opening of UC Merced, we anticipate an increase of local transfers to choose UC Merced over CSU Fresno.

GOALS AND ACTIVITIES

Section D.

Overall Coordination

GOAL: Implement the Student Equity Plan

As the accreditation process evolves here at the Lemoore campus, so will the system of coordinating and implementing the Student Equity Plan. To effectively and efficiently implement these activities, the President and Dean of Student Services will provide overall direction to the program and annually evaluate progress towards meeting ascribed goals.

Activities

1. Committee: Establish a standing Student Equity Committee as part of the College Governance process. Members will provide direction to the program, identify outside funding sources and to evaluate process of achieving our goals.

Responsible Staff: President's Office and Dean of Student Services Office

2. Promotion: Promote the goals and activities in the Student Equity Plan to all college staff and students through dissemination of fliers, other printed materials, departmental meetings and open forums and Duty Day activities each spring semester.

Responsible Staff: Dean of Student Services Office

3. Staff Development: Establish Student Equity as a high priority for inclusion in Staff Development Programs. Conduct staff development programs which identify specific methods to improve in student access and success.

Responsible Staff: Dean of Students, Student Success Committee, Student Equity Committee

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL 1.

- Goals:**
- 1) Increase proportion of Hispanic student enrollment.
 - 2) Maintain proportion of other historically underrepresented groups.
 - 3) Review the data on DSPS students at WHCL to determine if all disabled students are identified and receiving services. Identify any barriers to access or disenfranchisement.

ACTIVITY 1.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

- 1.1 Recruitment Program: Create a “Hispanic Advisory Committee” to involve community leaders and students in the decision making process and to assist in the development of workshops, campus tours, field trips, and student/community interaction.

Responsible Staff: Dean of Students Services

- 1.2 School Visits, Tours, and Open House: Visit high schools and provide workshops, registration, and informational visits. An Open House will be conducted each Fall semester and is open to the public.

Responsible Staff: Dean of Student Services, Lead Counselor

- 1.3 Obtain and analyze data for DSPS students: Create reports summarizing the data available

Responsible Staff: District Research Department

- 1.4 Recommendations: Reflect on standards of the “Americans with Disabilities Act” and implement an action plan.

Responsible Staff: Dean of Students, DSPS Director, Student Equity Committee

- 1.5 Goals for Disabled Student Access: Create goal(s) regarding access using revised data.

Responsible Staff: DSPS Director, Student Equity Committee

EXPECTED OUTCOME 1.1. – 1.5: Increased enrollment from underrepresented groups, updated and accurate student data, in compliance with Americans with Disabilities Act, and see greater involvement between the college and the community.

GOALS AND ACTIVITIES

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL 2.

- 1) Increase completion rates for each group by 3% each year or until 70% attained by or before 2010.
- 2) Reduce the differences of success rates between ethnicity, gender, age, and disability.
- 3) Achieve a 70% rate of success/completion for all groups by 2010.

ACTIVITY

Achieve overall success in course completions by implementing the following activities related to the goals specified.

- 2.1 Curriculum Changes: Explore “Best Practices” to enhance the curriculum to reflect the changing needs of students, in areas such as Learning Communities.

Responsible Staff: Dean of Instruction, Senate Committee

- 2.2 Student Learning Outcomes(SLO's): Continue to expand the use of SLO's and encourage teaching styles which utilize the different learning modalities of students to foster student success.

Responsible Staff: Dean of Instruction, Dean of Student Services

- 2.3 Mentoring: Explore options for providing mentoring that involves students, college staff, and community members. The mentors would assist students in accessing resources designed to help them stay in school. Activities will be especially designed for future educators and will focus on Black and Hispanic students.

Responsible Staff: Dean of Students, English/Education Instructor

EXPECTED OUTCOME 2.1.1

Upon the availability of external funding, release time will be given to basic skills instructors and education instructors to develop programs to improve the success rate of students. Allotted time would be used to obtain information on what other college programs are doing, write grants, and coordinate existing resources. Student Learning Outcomes will lead to a success rate of 70% by 2010.

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the

final ESL or basic skills course to the number of those students who complete such a final course”

GOAL 3

Goals: Analyze data to determine if there is any difference in the distribution or total number of completers. As the new Research Department establishes itself, current data will be made available for more action oriented planning.

ACTIVITY

- 3.1** Create reports: Work with the Research Department to create reports on the persistence of students from the basic skills or ESL course to a degree applicable course.

Responsible Staff: Research Department and Dean of Students.

- 3.2** Program Review: Review the persistence data and set goals about what should be accomplished and or re-vamped.

Responsible Staff: Dean of Students, Student Equity Committee

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL 4.1 Increase the number of Degrees and Certificates awarded

ACTIVITIES:

- 1.** Promote the Associates Degree: Increase the total number of degrees and certificates awarded by 2% a year for the next 5 years.

Responsible Staff: Dean of Student Services, and Marketing Dept.

- 2.** Students who are “Close” to Obtaining a Degree: Utilizing the degree audit system, identify students who are close to obtaining a degree and send them information on how to obtain their degree.

Responsible Staff: Dean of Students, Student Success Committee, and Counseling Department.

3. Develop new Courses and Programs: WHC Lemoore will develop and offer new courses and programs and increase Articulation Agreements.

Responsible Staff: Dean of Students, Dean of Instruction, Articulation Officer

4. Multi-cultural Curriculum: Upon availability of external funds, create a curriculum that is reflective of the Valley's diverse population by including experiences from diverse community residents.

Responsible Staff: Dean of Instruction, Dean of Student Services

5. Recruit Culturally Diverse Staff: Recruit and hire staff that reflects the cultural diversity of the community and college campus.

Responsible Staff: President

6. Mentoring Program: Conduct a mentoring program for minorities that involves staff, college students, and community members. The mentors would assist students in accessing resources designed to help them stay in college.

Responsible Staff: Dean of Student Services, Student Success Committee, Student Equity Advisory.

7. Orientation and Guidance: Initiate workshops and events such as Transfer Day, provide workshops on self-esteem, goals setting, career exploration, effective decision-making and expectations for college success.

Responsible Staff: Dean of Students, Student Success Committee, Counseling Department.

8. Promote Social Activities: Promote the clubs for Hispanic students and informal support groups on campus as well as provide special cultural and social events on campus.

Responsible Staff: Dean of Students, Student Government, Student Success Committee.

EXPECTED OUTCOME

4. Within 5 years, the college will meet or exceed 10% increase in success rate for degree and certificate completion.

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL 5. Increase the number of transfers

- 5.1 Increase the number of students who transfer by 2% each year for the next 5 years.
- 5.2 Assure that the ethnic distribution of transfers is comparable or greater than that of the total student body enrollment four years prior.
- 5.3 Work to obtain better data on the number of students who successfully transfer.

ACTIVITIES

1. Field Trips: Upon availability of external funding, conduct campus visits to various colleges and universities in the state.

Responsible Staff: Dean of Students, Counseling Department, Student Government, Academic Senate

2. Transfer Guarantees: Promote the availability of transfer guarantees to students.

Responsible Staff: Transfer Center, Articulation Officer, Dean of Students

3. Instructor Mentoring Program: Create a mentoring program where faculty assists students in transferring to an upper division college or university.

Responsible Staff: Academic Senate, Dean of Instruction

4. Alumni Connections: Invite alumni and create alumni groups from the community as well as staff to serve as mentors and encourage students to attend their alma maters.

Responsible Staff: WHCL Foundation, President,
Graduation Committee

5. Chancellor's Office: Work with the Chancellor's Office to better identify data on students who transfer from WHCL.

Responsible Staff: WHCCD Research Department

6. Ethnic Distribution: Assure that ethnic distribution of transfers is equitable or greater than the total student body enrollment.

Responsible Staff: Dean of Instruction, Dean of Student Services, Student Equity Advisory, Research Department, and Counseling Department.

EXPECTED OUTCOME

6. Increased numbers of successful transfers going onto CSU's, UC's, and private institutions. Continue with the concept of "growing our own" pipeline and preventing the brain drain from this area.

BUDGET

Section E.

SOURCES OF FUNDING

The sources of funding for this project will include both internal as well as external resources. As the accreditation process develops for our new campus, additional resources will be secured to support the student equity activities.

Internal Resources:

- Utilize existing resources by shifting the emphasis in some programs and share resources to accommodate the added student equity activities.
- Discuss and consider the allocation model as the Lemoore campus reaches full accreditation status in 2006.

Standard Community College support programs enhance access including: DSPS, EOP&S/CARE, CalWORKS, Veterans Education, Tutoring and Matriculation.

External Resources:

- Continue to submit grant applications to address student equity activities. Examples of some potential grant applications which be submitted to supplement existing activities and new proposed activities for our new campus include:

Support Programs	Residual Effect	Funding
Upward Bound WHC District	Encourages high school students to complete high school and transfer to college. Provides Leadership Development and fieldtrips. Outcomes: Increased enrollment of college freshman at WHCCD.	\$254,729
Student Support Services WHC District	Supports low-income, disadvantaged students during their two first	\$277,063

	<p>years of higher education. Provides tutoring, advising and enrichment activities including visiting four year universities.</p> <p>Outcomes: Increase transfer rate.</p>	
<p>Upward Bound Math & Science WHC Lemoore</p>	<p>Encourage high school youth to study Math and Science.</p> <p>Outcomes: Allow WHC students to better prepare for advanced science classes and health occupations programs.</p>	\$220,000
<p>Talent Search WHC Lemoore</p>	<p>A TRIO grant that recruits junior high students for pre-college activities such as Leadership Days, Summer Academic Camps and field trips.</p> <p>Outcomes: Better prepared college freshmen also links students to other TRIO Program, Upward Bound Program.</p>	\$190,000
<p>CAMP WHC District</p>	<p>A migrant education grant to recruit and support 100 freshmen annually. Activities include: tutorial support, book vouchers, work experience and enrichment activities.</p> <p>Outcomes: 100 more first year migrant students complete 24 units and continue to take sophomore classes.</p>	\$418,203
<p>Title V Collaborative Grant with CSU Fresno</p>	<p>Department of Education grant to strengthen</p>	\$300,000

WHC Lemoore	<p>Hispanic Serving Institutions. Allows college to develop technology, infrastructure and support for students and faculty.</p> <p>Outcomes: Latest equipment is available to strengthen Learner Outcomes and Instructional delivery.</p>	
<p>AmeriCorps</p> <p>(program ended in Dec. 2005)</p>	<p>Chancellor's Office grant to support students entering Teacher Preparation Programs.</p> <p>Outcomes: College students tutor elementary school children K-3 and develop a support system to earn their teaching credential.</p>	\$31,000

EVALUATION SCHEDULE AND PROCESS

Section F.

The evaluation for the Student Equity Plan will be formative and summative in nature. The formative evaluation will provide the college with the opportunity to determine how activities are going to make any adjustments. The summative evaluation will determine if goals are being met satisfactorily.

The Student Equity Committee of the College Governance Council is responsible for monitoring the Student Equity Plan and its execution. For the formative evaluation, the SE Committee will receive reports on the activities from those responsible. This group will meet at least twice per year to review the progress and answer the following questions:

- Are the activities being conducted accordingly?
- Are the activities successful?
- Can Student Learning Outcomes be developed from this?

The summative evaluation will be based on the 5 student equity indicators. The progress made towards meeting the established goals for each indicator will be reviewed by the Student Equity Committee on an annual basis. The district's Office of Research will publish or make available the indicator data annually in the district's Annual Report. This report will be made available to the Board of Trustees and the public at large. The bottom line of this evaluation is: "Did we accomplish the goals we set out to achieve?" Student Learning Outcomes will be developed by programs to help provide data for evaluation.

ATTACHMENTS

Section G.