

Institutional Effectiveness and Accreditation Annual Report



2017 – 2018

Table of Contents

Integrated Planning	3
Initiatives	4
Chancellor’s Office Initiatives	4
College Initiatives.....	5
College Goals	8
College Goal #1	8
College Goal #2	10
College Goal #3	13
College Goal #4	15
College Goal #5	16
College Goal #6	17
Institution Set Standards	18
Governance Committee Effectiveness	21
Student Engagement	23
Enrollment Trends	24
Institutional Student Learning Outcomes	25

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Integrated Planning

The Student Skills Committee is charged with overseeing the college's integrated plan. The finalized plan is available at <http://www.westhillscollge.com/coalinga/about/integrated-plan.php>. Progress towards the goals is summarized below.

Goal #1 Increase completion and persistence through the English and math course sequences.

Progress to date: *[Due Spring 2019]*

Goal #2 Increase access for nontraditional populations, including reentry students, adult learners, dual-enrollment students, and prison population

Progress to date: *[Due Spring 2019]*

Goal #3 Increase Student Engagement

Progress to date: *[Due Spring 2019]*

Goal #4 Reduce equity gaps in degree completion for Hispanic and African American students.

Progress to date: *[Due Spring 2019]*

Goal #5 Increase amount of students entering the workforce and/or skill builders

Progress to date: *[Due Spring 2019]*

Initiatives

The college is involved in a variety of initiatives that support institutional effectiveness. The California Community Colleges Chancellor's Office (CCCCO) has identified a vision for student success and provided resources statewide that support individual colleges' efforts. West Hills College Coalinga (WHCC) is also participating in additional initiatives to build the capacity to better advance student success and learning.

Chancellor's Office Initiatives

Student Integrated Planning

Student Integrated Planning allows WHCC to engage in college-wide activities that promote access and successful outcomes for all students. WHCC's strategic planning sessions include stakeholders from all college departments, community members, and students. Along with the college's mission and goals, and the governing district's Key Performance Indicators, Student Integrated Planning guides development of overarching goals that define the college's commitment to student equity and success.

Guided Pathways

Guided Pathways is a student-centered approach aimed at dramatically increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating initiatives such as SSSP, Strategic Enrollment Management, Achieving The Dream, Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise.

Guided Pathways focuses on four major components to implementing large-scale transformational change: 1. clarifying the path for students, 2. Helping students get on a path, 3. Helping students stay on their path, and 4. Ensuring that students are learning. Guided Pathways provides students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes. These maps are aligned to specific learning outcomes and are supported by proper guidance and student services that will increase the probability of student success.

AB 705

State Assembly Bill 705 is designed to accomplish several important outcomes that are paramount to the California Community College Chancellor's Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year
2. Minimize the disproportionate impact on students created through inaccurate placement processes
3. Increase the number of students completing transfer-level English within three years

The bill was designed to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course. Evidence suggests that colleges were placing too many students into

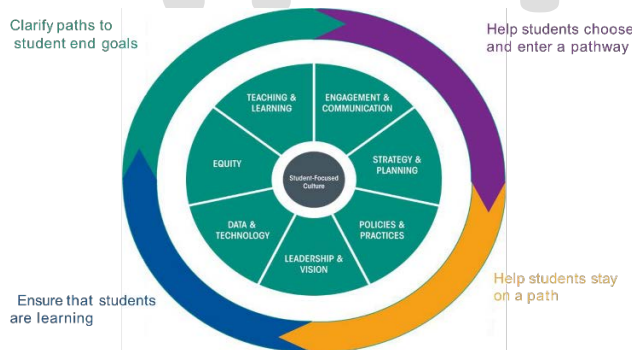
remedial courses and that significantly more students would complete transfer requirements in math and English if enrolled directly in transfer-level English and math classes. The College is adapting to the bill by assessing a student’s high school performance and guided self-placement model as the major predictors of success in transfer-level courses rather than standardized placement tests. This work also includes curriculum redesign and alignment with support services and co-requisite courses that will increase the likelihood of student success.

Strong Workforce

The CCCCO’s Strong Workforce Program provides more and better Career Technical Education (CTE) to increase social mobility and fuel local and regional economies with skilled workers by lifting low-wage workers into living-wage jobs. WHCC, a member of the Central/Mother Lode Region Consortium, is involved in 18 on-going projects to meet the objectives of the statewide project. At the regional level, WHCC is involved Workplace Internships, Advanced Manufacturing Pipeline and Partnerships, Dual Enrollment and Prison Education, CTE Rebranding Marketing and Outreach, Ensuring Safe Food Production and Distribution, Prior Learning Assessment, Teacher Pipeline, NetLab, Employability and Soft Skills, Labor Market Information Research, CTE Faculty and Staff Professional Development, K-14 Counseling, and Transportation Technician. Locally, WHCC focused Strong Workforce development in the creation and approval of curriculum for programs in Diesel Technology Professional Driver (7 Courses), Heating Ventilation Air Conditioning (4 courses), Food Science and Safety (8 courses), and Non-Credit Computer Information Systems Entrepreneurship in the Gig-Economy (3 courses) while working with 14 employers to generate Workplace Internship opportunities for WHCC students. This work centers around increased student certificate and degree attainment, transfer, and wage increases of those employed.

College Initiatives Achieving the Dream

Achieving the Dream (ATD) is a network of more than 220 community colleges committed to helping students, particularly low-income students and students of color, achieve academic success, personal growth, and economic opportunity. ATD helps colleges close academic achievement gaps and accelerate student success through a unique change process that builds upon the college’s institutional capacities in seven essential areas.



Many ATD colleges attribute double-digit increases in associate degree completion rates to their participation in the ATD Network. The 2018/19 ATD cohort of colleges is focused on the implementation of guided pathways to support a student-centered culture that promotes student success. Under the eegis of ATD, WHCC is developing a framework to align accreditation, strategic planning, budgeting, institutional effectiveness, as well as new and existing student success initiatives within the implementation of a Guided Pathways model. This framework will reflect purpose and intent that is actualized in a unified, focused, college agenda and action plan. Through the development of ATD institutional capacities, WHCC will implement a Guided Pathways model that will align structures and resources to support an emphasis on:

- ✦ Equity and the elimination of achievement gaps.
- ✦ Quality teaching and learning.
- ✦ Student success and completion.
- ✦ Educational pathways that lead to economic advancement and labor market outcomes.
- ✦ Development of internal structures and external partnerships that align with defined student outcomes.
- ✦ Utilizing data to develop effective strategies to improve institutional practices and student success.
- ✦ Building and supporting strong leadership and organizational culture.

Strategic Enrollment Management Academy

Strategic Enrollment Management (SEM) is a holistic approach to managing the student matriculation experience in a way that facilitates college mission fulfillment. WHCC’s SEM initiative meets student and community need through thoughtful, strategic practices that promote student success, optimizes enrollment, and ensures the fiscal viability of the college. SEM is a shared institutional responsibility that promotes engagement and accountability at every level.

The purpose of SEM is to grow a community of practitioners across the college that have the knowledge, skills, and ability to:

- ✦ Establish comprehensive student enrollment goals that are aligned to the college’s mission and strategic plan.
- ✦ Promote student success by improving access, engagement, persistence, and completion.
- ✦ Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into college financial planning, budgeting, and allocation processes.
- ✦ Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support.
- ✦ Implement strategies that lead to equitable access and outcomes.
- ✦ Create a data-rich environment to inform decisions and evaluate strategies.
- ✦ Design and implement communications and marketing with internal and external stakeholders to increase understanding of SEM and to meet SEM goals.
- ✦ Increase collaboration among departments across the campus to support enrollment management.
- ✦ Develop common definitions and a shared knowledge base about enrollment management.
- ✦ Understand and articulate CCC funding model(s) and apportionment processes.



- ✦ Build an efficient course schedule utilizing best practices and effective scheduling techniques.
- ✦ Establish FTES targets.
- ✦ Understand and utilize scheduling data and analytics.
- ✦ Develop an instructional/schedule cost analysis model.
- ✦ Develop efficiency/productivity modeling.
- ✦ Calculate faculty load.
- ✦ Establish effective scheduling policies, procedures, practices, and protocols.

Leading From The Middle

Leading From the Middle (LFM) is a one-year long leadership academy designed for faculty and mid-level administrators who will lead WHCC in the direction of the CCCC initiated Guided Pathways model. LFM academy participants provide leadership to the college's Guided Pathways teams to build a community college culture that views planning, evidence-based decision-making, and institutional effectiveness as integral to promote student success, increase equitable outcomes, improve college operations, and inform policymakers.

CALA Leadership Academy

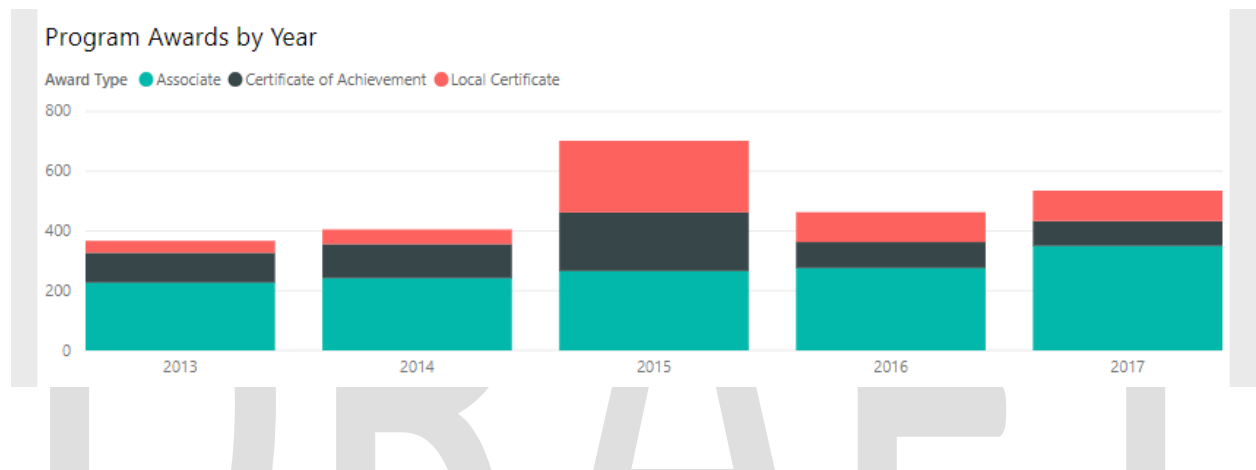
Between July 30th and August 3rd, 2018, twenty-two WHCC staff, faculty, and administrators embarked on a yearlong professional development journey with California Leadership Academy (CALA). The WHCC team kicked off this endeavor with an intensive, weeklong workshop to understand and improve leadership skills under the guidance of facilitators, Rose Marie Sloan (CEO of the Chair Academy) and David Gatewood (Dean of Business and Career and Technical Education at Golden West College). In preparation for the academy, participants completed "Personal Strengths" and "Work Behavioral Styles" assessments to survey self, supervisory, and subordinate views of leadership within the college. Survey results were integrated into a collaborative, group environment and enabled academy participants to accomplish varied group tasks and projects, set strategic goals, and network in effective and appropriate communication styles. Academy participants committed to the yearlong project through the creation of an Individual Professional Development Plan under the tutelage of a self-chosen mentor. The program culminates in the summer of 2019 when participants will reflect on how their personal strengths and work behavior styles assisted in achieving the goals of the Individual Professional Development Plan.

College Goals

College Goal #1

Improve success, retention and persistence of all students by improving transfer rates and the number of certificates and degrees awarded.

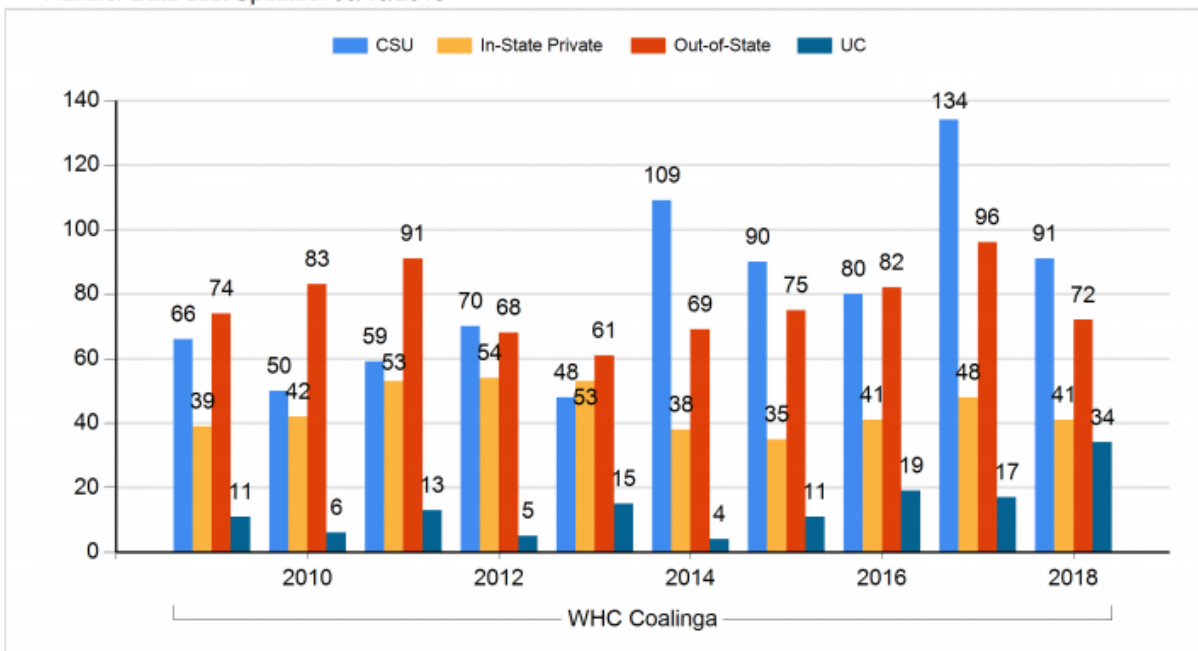
The following data illustrates the college's progress towards improving transfer rates and the number of certificates and degrees awarded. In 2015, the district began automatically granting certificates. This resulted in the anomaly seen below.



Transfers to Four-Year Institutions, WHC Coalinga

A student is counted as a four-year transfer student if his or her first enrollment at a four-year institution occurs after he or she has completed 12 units at WHCCD.

Transfer Data Last Updated: 03/16/2018



Primary College	Institution Type	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total Transfers
WHC Coalinga	CSU	66	50	59	70	48	109	90	80	134	91	797
	Out-of-State	74	83	91	68	61	69	75	82	96	72	771
	In-State Private	39	42	53	54	53	38	35	41	48	41	444
	UC	11	6	13	5	15	4	11	19	17	34	135
	Total	190	181	216	197	177	220	211	222	295	238	2147
Total		190	181	216	197	177	220	211	222	295	238	2147

Curriculum Committee

The Curriculum Committee meets bimonthly to ensure a current and relevant course inventory. The committee ensures compliance with state regulations as well as local district requirements. Additionally, the committee meets annually to consider courses for the general education pattern. In summary, the 2017/2018 action includes the following:

- 88 Courses (revisions and new proposals)
- 10 Programs (revisions and new proposals)
- 26 General Education Proposals (Associate, CSU Breadth, IGETC)

Program Review

The Program Review Committee meets bimonthly and serves as the college's primary mechanism for integrating degrees and certificates, program improvements, and resource allocations. The committee is integral bringing together the many facets of the college that support student learning. In summary, the 2017/2018 action includes the following:

- Redesign of Instructional and Non-instructional Program Review Templates
- Redesign of program review process to prioritize budget allocation
- XX Comprehensive Instructional Program Reviews
- XX Comprehensive Non-instructional Program Reviews

Suggested metrics:

1. Students with SEPs
2. Students completing orientation
3. Students participating in support services programs

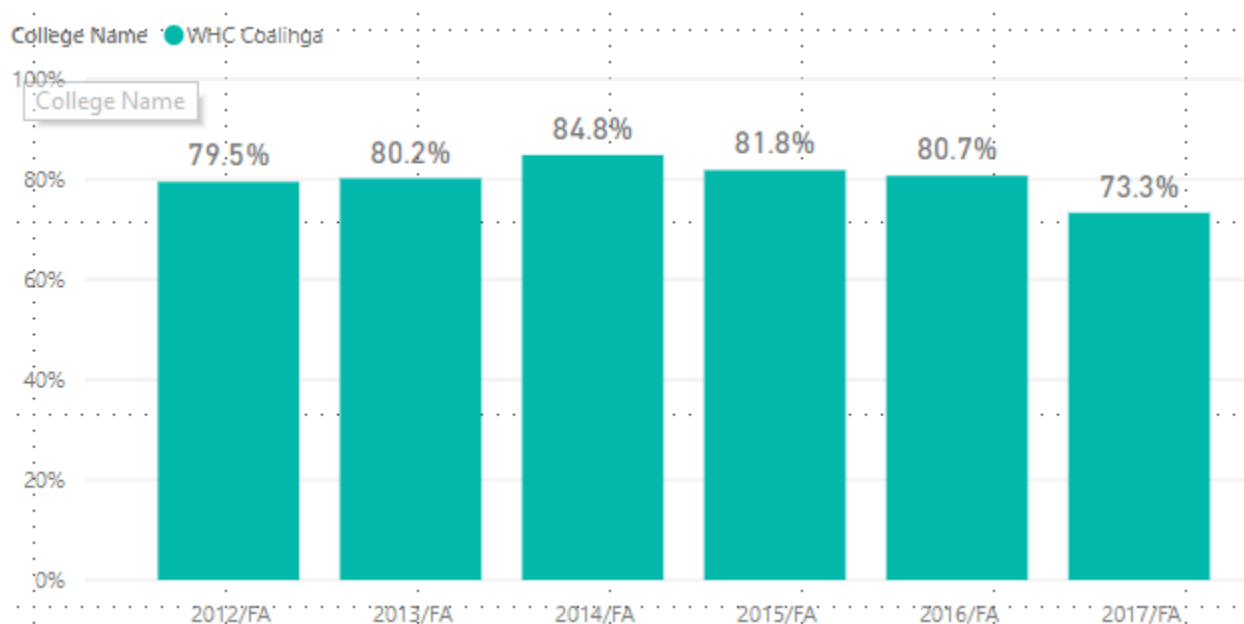


Figure 1. Percentage of Degree, Certificate, and Transfer seeking students with an Educational Plan by the end of the fall term. Based on Coalinga Campus, NDC, Firebaugh, and Online Coalinga

College Goal #2

Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends.

The following data illustrates the college's progress in increasing enrollment and responding to demographic and global trends.

	2013-14		2014-15		2015-16		2016-17	
Unduplicated Headcount	4844		4531		4659		5400	
Ethnicity	2013-14		2014-15		2015-16		2016-17	
African-American	292	6.0 %	272	6.0 %	251	5.4 %	274	5.1 %
American Indian/ Alaskan Native	28	0.6 %	27	0.6 %	24	0.5 %	34	0.6 %
Asian	254	5.2 %	218	4.8 %	156	3.3 %	205	3.8 %
Filipino	91	1.9 %	75	1.7 %	80	1.7 %	75	1.4 %
	2,721	56.2 %	2,632	58.1 %	2,900	62.2 %	3,474	64.3 %

Hispanic	22	0.5 %	21	0.5 %	19	0.4 %	22	0.4 %
Pacific Islander	108	2.2 %	113	2.5 %	107	2.3 %	102	1.9 %
Two or More Races	152	3.1 %	171	3.8 %	140	3.0 %	123	2.3 %
Unknown/Declined to State	1,176	24.3 %	1,002	22.1 %	982	21.1 %	1,091	20.2 %
White Non-Hispanic								
Age	2013-14	2014-15		2015-16		2016-17		
19 and under	1,953	40.3 %	1,996	44.1 %	1,899	40.8 %	2,296	42.5 %
20-24	1,419	29.3 %	1,355	29.9 %	1,400	30.0 %	1,368	25.3 %
25-29	595	12.3 %	494	10.9 %	539	11.6 %	697	12.9 %
30-49	782	16.1 %	646	14.3 %	752	16.1 %	952	17.6 %
50+	124	2.6 %	97	2.1 %	116	2.5 %	136	2.5 %
Unknown/DTS	1	0.0 %	1	0.0 %	0	-	0	-
Gender	2013-14	2014-15		2015-16		2016-17		
F	2,880	59.5 %	2,616	57.7 %	2,636	56.6 %	3,011	55.8 %
M	1,893	39.1 %	1,820	40.2 %	1,920	41.2 %	2,276	42.1 %
Unknown/DTS	71	1.5 %	95	2.1 %	103	2.2 %	113	2.1 %

Outreach Services

Outreach services synchronizes the college's efforts around recruiting new students. Outreach is provided by a variety of campus programs and student services. Noteworthy activities for the year are listed below.

Target: High School Students

- Fresno County College Night
- Kings County County Fair
- International Agriculture Exposition
- XX High School Presentations
- Falcon College Day (300+ students)
- NDC College Day (300+ students)

Target: Adult Students

- In concert with WHCCD, created a Prior Learning Assessment program that will launch fall 2018. The program aims to provide students the opportunity to earn college credits for skills learned in the workplace.

Suggested metrics:

High School College Going Rates (aligns to district KPI 3.3)

(% of high school graduates enrolling at West Hills in the fall term immediately following graduation)

High School Name	College-Going Rate				
	2014	2015	2016	2017	2018
AVENAL HIGH SCHOOL	48.2%	45.2%	48.1%	45.8%	41.1%
COALINGA HIGH SCHOOL	65.1%	58.1%	75.9%	74.6%	72.1%
FAITH CHRISTIAN ACADEMY	66.7%	66.7%	80.0%	41.7%	50.0%
FIREBAUGH HIGH SCHOOL	28.3%	27.7%	31.7%	32.5%	46.0%
MENDOTA HIGH SCHOOL	32.3%	34.4%	27.1%	19.4%	20.6%
TRANQUILLITY UNION HIGH SCHOOL	9.7%	10.9%	16.0%	12.2%	26.7%
Grand Total	40.4%	39.1%	43.8%	41.5%	44.6%

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College Goal #3

Support and strengthen Career Technical Education programs through research and sustained interaction with the business community.

Career Technical Education encompasses a breadth of college programs including Allied Health, Administration of Justice, Agriculture, Business, Child Development, and Computer Information Systems. The college undertook a number of activities to strength its integration with the business community, ensuring our CTE students are participating in viable programs that lead to gainful employment. A summary of activities is listed below.

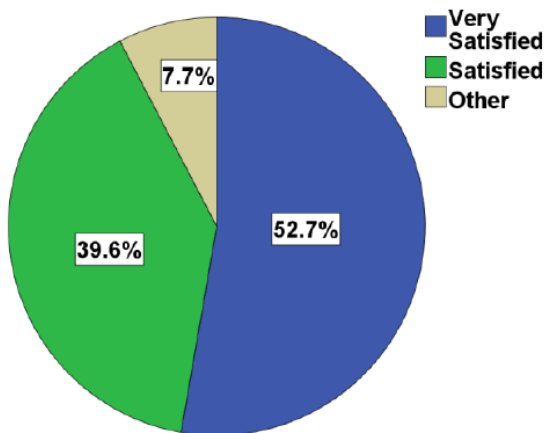
- XX Advisory Committee Meetings
- Center of Excellence Labor Market Analysis
- CTE Outcomes Survey

CTE Employment Outcomes Survey (2017) Key Findings

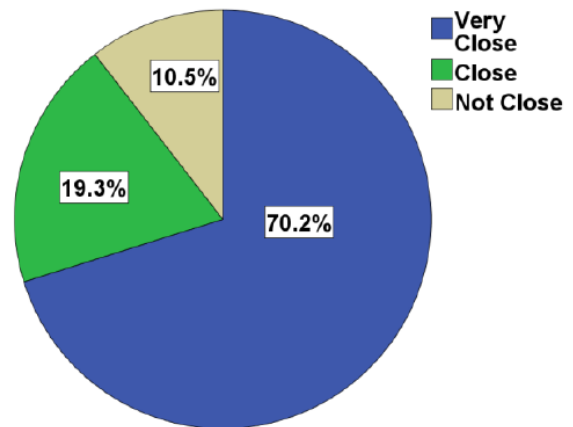
Completer and skills-building students at West Hills College Coalinga were surveyed if they met one of the following criteria in 2014-2015, and did not enroll (or were minimally enrolled) in 2015-2016: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units.

Response Rate: 30% (93 out of 307)

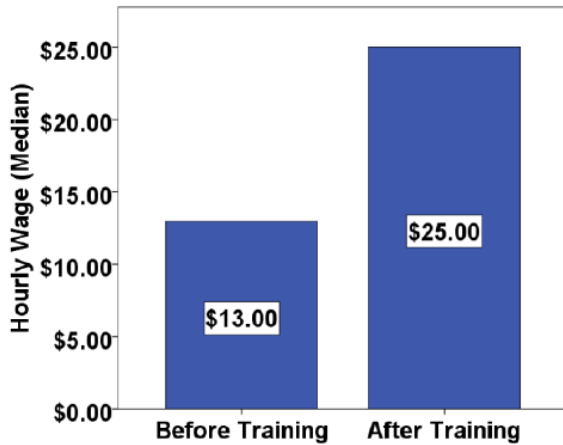
How satisfied are students with the education and training they received?



How many students secured a job that is closely related to their program of study?



What were the hourly wages of the students before training versus after training?



\$12.00 is the overall change in hourly wages after completing training—in dollars

92% is the overall change in hourly wages after completing training—in percentage gain

77% of respondents reported being employed for pay

30% of respondents reported transferring to another college or university

92% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

College Goal #4

Develop new and strengthen existing external collaborative relationships and partnerships.

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College Goal #5

Advance a learning college culture that promotes a passion for learning and builds leadership and civic engagement across all stakeholder groups.

The College Council headed several initiatives aimed at building leadership capacity across the campus.

Employee Initiatives

Strategic Enrollment Management Academy

Leading From the Middle

Achieving the Dream 2018 Cohort

Student Initiatives

Habits of Mind

Suggested metrics:

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College Goal #6

Provide new and expanded opportunities for faculty and staff development that support an atmosphere of excellence in academics and student support services.

Suggested metrics:

1. Professional Development Committee report/activities
2. Employee participation in the Employee Scholars Program

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Institution Set Standards

The Institutional Effectiveness and Accreditation Council lead a broad and comprehensive dialogue around Institution Set Standards. In conjunction with the Office of Institutional Effectiveness and the Academic Senate, the college has developed a deeper understanding of not only the standards, but the role they play in guiding the institution's work. The Office of Institutional Effectiveness provided training to faculty and staff while the Academic Senate organized and lead the faculty's development of the standards themselves.

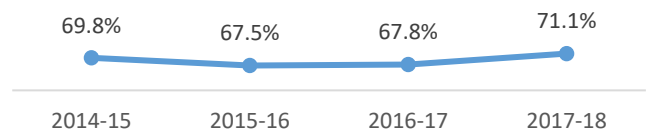
Institution Set Standards are reviewed annually by the Institutional Effectiveness and Accreditation Council. The college's overall attainment is shown in the following table.

The areas of focus for WHCC's Institution-Set Standards are listed below. These areas align to the college's mission of offering degree, transfer, and CTE programs.

Course Success Rate*

Minimum Acceptable Achievement (ISS): 63%

Stretch Goal: 75%



Course Success Rate based on % of census enrolled student earning a grade of A, B, C, or Pass; only includes location: Coalinga Campus, North District Center, Online Coalinga

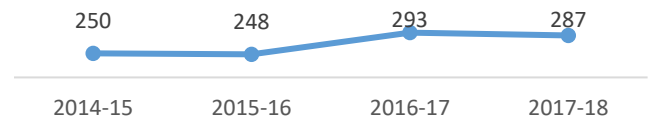
Analysis

Over the past four years, the college's course success rate has been well above the current minimum acceptable level of 63%. While the success rate increased from 67.8% in 2016-17 up to 71.1% in 2017-18, considerable efforts will need to be devoted to improving course success rates in the coming years in order to reach the stretch goal of 75%.

Degrees Awarded

Minimum Acceptable Achievement (ISS): 240 students per year

Stretch Goal: 300 students per year



Analysis

Averaging 290 students per year for the past two years, the college is approaching the stretch goal of 300 for student degree awards. Given the emphasis on student completing and the resources allocated to degrees awarded within the new Student Centered Funding Formula, this should be a major area of focus for the college in the next two to three years. This also aligns to the ongoing work to develop and implement Guided Pathways at West Hills College Coalinga.

Certificates Awarded

Minimum Acceptable Achievement (ISS): 175 students per year
 Stretch Goal: 220 students per year

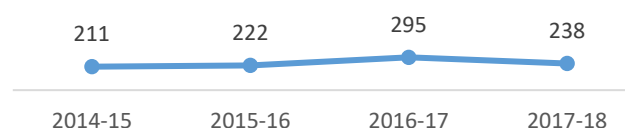


Analysis

The number of students awarded certificates of achievement increased considerably from 207 in 2016-17 up to 254 in 2017-18. Based on this most recent development, the college is well above the minimum acceptable level for certificates awarded of 175. At the same time, this most recent year brought WHCC's total certificates awarded above the current stretch goal of 220 per year. Given the sometimes large fluctuations that have been experienced in this indicator, this ISS goal should be closely monitored, particularly as new CTE programs are implemented.

Transfers to Four-Year Institutions

Minimum Acceptable Achievement (ISS): 195 transfers per year
 Stretch Goal: 300 transfers per year



Analysis

Transfers have fluctuated somewhat over the most recent four year period, spiking at 295 in 2016-17 and then dipping in the subsequent year to 238. In spite of these variations, the number of annual transfers has remained above the minimum acceptable level of 195 transfers per year. The annual number of transfers to CSUs has varied considerably from year to year, going from 80 to 134 to 91 in the past three years (see "Transfers to Four-Year Institutions" chart under Goal #1). Stabilizing this rate and continuing to develop other avenues for student transfer will be critical in reaching and maintaining a level of annual transfers above the stretch goal of 300.

Licensure Pass Rates

	INSTITUTION-SET STANDARD (MINIMUM ACCEPTABLE PERFORMANCE)	Stretch Goal	Actual Rate (2016-17)**
Psychiatric Technician	80%	90%	72%

Analysis

WHC Coalinga's Psychiatric Technician Program is the sole program with a set standard and stretch goal for licensure pass rates. Based on licensure exams taken in the 2016-17 year (most recent data available), the program fell below its minimum standard of 80%. This has been a cause of concern among program staff and faculty, and steps to address these issues were discussed in the program's most recent program review.

Job Placement Rates

JOB PLACEMENT RATES	INSTITUTION-SET STANDARD (MINIMUM ACCEPTABLE PERFORMANCE)	STRETCH GOAL	2014-15	2015-16**
Administration of Justice	60%	75%	*	71%
Business Administration	60%	75%	*	*
Child Development	60%	80%	68%	77%
Psychiatric Technician	83%	90%	91%	94%
Welding	60%	75%	*	*

Analysis

While job placement data (via the CTE Launchboard) is sometimes unavailable due to the small number of completers who can be tracked through to employment based on the state's unemployment insurance wage data, WHC Coalinga has set standards for job placement in the five programs listed below. For the most recent student cohort (2015-16 completers), all programs, where data are available, have job placement rates above the minimum performance level set by program faculty. The psychiatric technician program, even with the issues with its licensure pass rates, has exceeded its already high stretch goal of 90% for the past two years.

Due to the limited amount of data available, and the fluctuations that result from these small n-sizes, these rates should be monitored closely, and trend data and population sizes should be carefully considered in future analysis.

Job Placement Data based on Cal-PASS Plus Launchboard Program Tables. For details on methodology and data source visit <https://www.westhillscollge.com/district/departments/institutional-effectiveness/documents/job-placement-data-specs.pdf>

* n-size too small to calculate job placement rate

** Most recent available data as of August 2018

Governance Committee Effectiveness

College governance committees perform annual self-assessments to gauge their efficacy in reaching their goals, as well as their contribution to advancing the college mission. Results are reviewed by the Institutional Effectiveness and Accreditation Council. The council provides guidance and direction for committees to consider for the following review cycle. Governance committee evaluation can be accessed at the following portal page: <https://my.whccd.edu/committees/whcc-ieac/Lists/IEAC%20Annual%20Review/AllItems.aspx>

Noteworthy observations from 2017/2018 include:

1. The need for follow-up reporting on budget allocations
2. The importance of integrating ACCJC standards into all governance committees

Committee Communication and Effectiveness Survey (2017)

The District's Committee Communication and Effectiveness Survey is conducted every two years, and surveys governance committee on items related to committee effectiveness and communication practices. This survey was last conducted in spring 2017 and is scheduled to next take place in spring 2019.

Full survey results, by committee can be viewed on an interactive dashboard at:

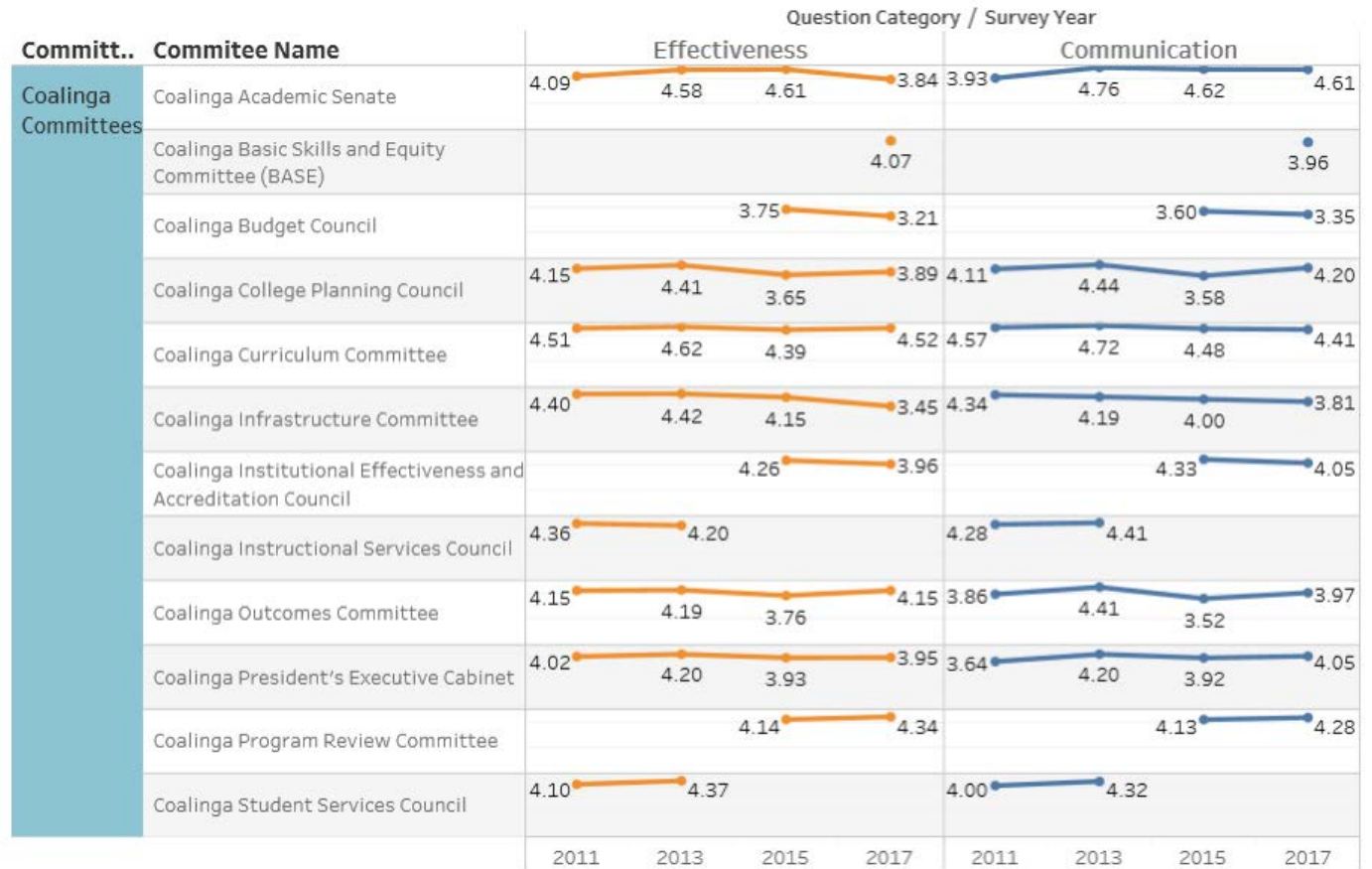
<https://public.tableau.com/profile/kyle.crider#!/vizhome/CCES2011-2017forTableauPublic/Introduction>

Rating Scale:

Strongly Agree = 5
Agree = 4
Neutral = 3
Disagree = 2
Strongly Disagree = 1

This view shows the overall ratings for each committee from 2011 to 2017 and is meant to give a longitudinal view of committee members' perceptions of the effectiveness and communication of a committee.

To view the numerical ratings, click on the name of the committee or committees.

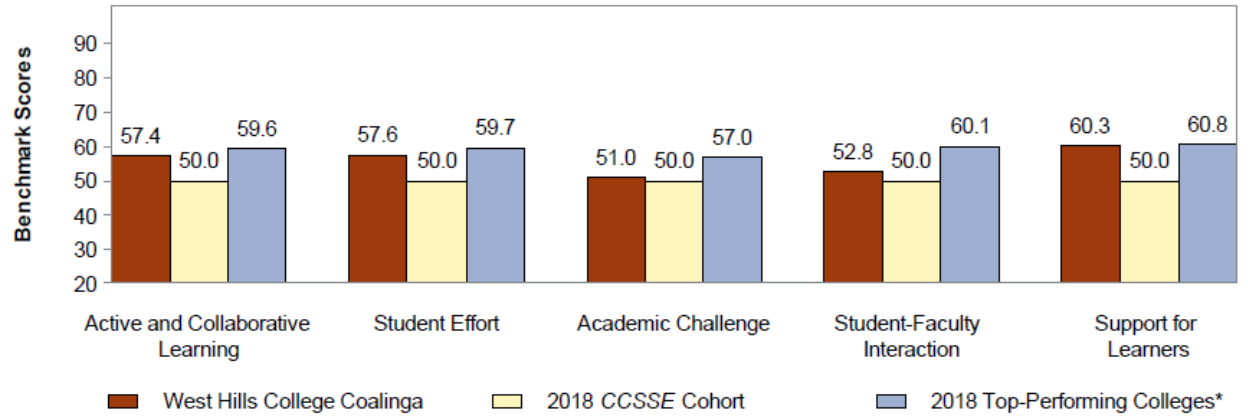


Student Engagement

The college participates in the Community College Survey of Student Engagement (CCSSE). Key findings are presented below.

The results below are from the administration of the 2018 CCSSE.

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes.



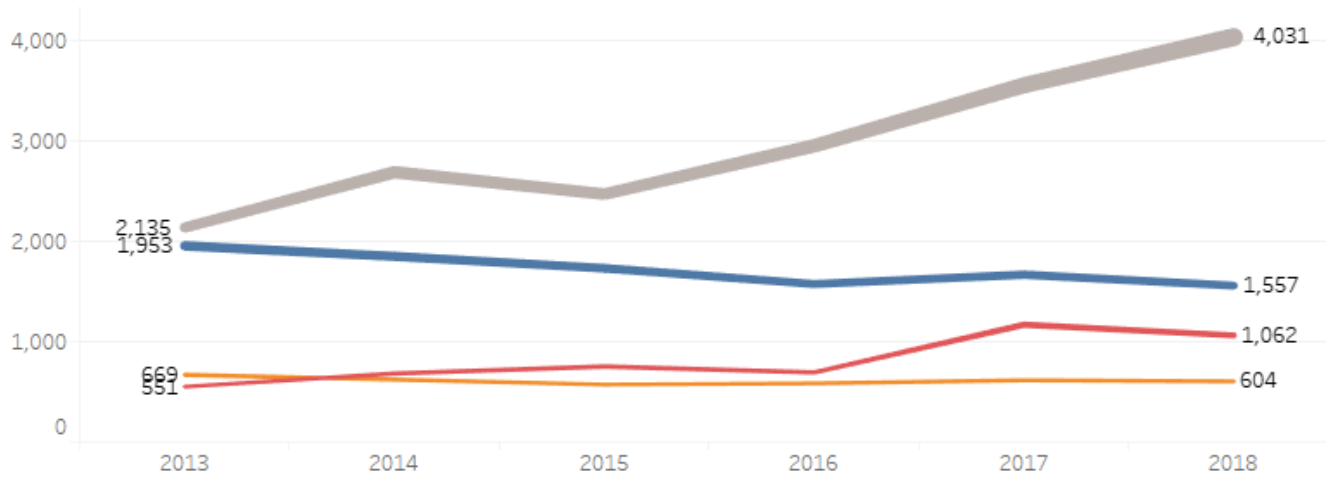
Enrollment Trends

Annual Unduplicated Headcount by Location

(based on census enrollment)

Chart Legend:

- All Other Locations
- Coalinga Campus
- NDC, Firebaugh
- Online Coalinga



Institutional Student Learning Outcomes

The Outcomes Committee reviewed and analyzed student learning outcomes data at both the course and institutional level. Their recommendations, based on that analysis, are presented below.

Recommendation#1: WHCC faculty have a college wide discussion during the next FLEX Day in regard to students failing classes due to not turning in their work. Discussion should focus on results from ILOC and corrective measures that need to be undertaken in order to resolve issues that arise in the discussion.

Data: From the data reviewed, it seemed to be that when a student did not complete their SLO assignment most of the time it was because they did not complete the assignment. Extrapolating, we are not sure whether this is a college wide issue in which students fail courses because they do not turn in their work. Based upon the data there is not enough information in order to resolve the issue therefore a college wide discussion might be the best way to proceed.

Closing the loop: This will be fulfilled based upon measurable outcomes developed during the discussion.

Recommendation for SLOC#1: The SLOC to provide training to faculty on the permanence of SLOs.

Data: Reviewing the data suggests that faculty need training on the permanence of SLOs.

Closing the loop: This will be fulfilled by faculty taking a survey at the end of the training in which 100% state that they understand that SLOs are a permanent piece of the course. The SLOs may change but not on a semester by semester basis.

Recommendation for SLOC#2: The SLOC to provide training to faculty the calculation of the Success Criteria in regard to the data faculty have from their SLO assessments.

Data: Reviewing the data suggests that faculty need training on how to calculate the success criteria after assessments have taken place.

Closing the loop: This will be fulfilled once the SLO committee can discuss and provide training. Also, need to see whether Elumen automatically determines whether assessment results fulfill the success criteria. Closing the loop will be fulfilled if this will not be an issue looking at the ILOs during the next cycle. Faculty will take a survey at the end of the training in which 100% state they understand how to correctly calculate the Success Criteria in light of the assessment results. If it occurs in the next cycle, then training for specifically for those instructors.

Recommendation for SLOC#3: The SLOC to develop a basic training on SLOs through a video training or screenshot document.

Data: Reviewing the data indicates that there needs to be basic training about SLOs for new hires as well as a refresher for veteran faculty.

Closing the loop: This will be fulfilled once a training site is made and training documents distributed.

Recommendation for ILOC#1: The ILOC to meet at least once a semester and look at data at least once every two years.

Data: As we looked at the data, we realized we were looking at spring 2012 to fall 2017 data. There have been processes that have changed since 2012 and 2013. We should meet once every two, or possibly three years to discuss data. In the meantime, we should look at updates on recommendations that have been forwarded.

Closing the loop: This will be fulfilled once a committee schedule is put together and we review this recommendation to make sure we are meeting more frequently and have an established timeframe to review data.

Recommendation for ILOC#2: To expand the ILOC to include at least two members from each learning area.

Data: In this part we were just looking at the number of people that made up this committee. There were only 10 members in this committee and we were looking at making college wide recommendations. It would be good, since we are making college wide recommendations, to have more members in this committee for the next term.

Closing the loop: This will be fulfilled when the committee itself, before it starts a new term, will expand the membership.

DRAFT