## WHC Coalinga Vision Statement

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

Outcomes Assessment

As we settle into the Fall semester we have resumed campus-wide dialogue about *integrated planning* and *institutional effectiveness*. A key component that plays an instrumental role in both of these critical institutional elements is outcomes assessment. *Outcomes Assessment* is an ongoing, evidence-based approach to documenting the extent to which programs, courses, services, and all college units achieve their identified objectives. Assessment uses a feedback loop that involves identifying desired results; collecting and analyzing relevant information (data); and then using the findings to stimulate discussions, direct activities, and align resources to improve instructional delivery, curricula, programs, and/or services. In general, outcomes are a mechanism to determine what students know, think, feel, or do because of a given educational experience. At WHCC outcomes assessment, includes course level outcomes (SLOs/CLOs), program level outcomes(PLOs), unit level outcomes (AUOs), student services/service area outcomes (SSOs/SAOs), and institutional level outcomes (ILOs). Outcomes assessment allows instructional and non-instructional areas to determine if students are learning what they are expected to learn.

Outcomes statements are written to depict student learning and show evidence of direct instruction or indirect support (services) provided on campus. Assessment is the way outcomes statements are measured. Assessment determines how well the college is achieving the outcomes illustrated in the outcomes statements. This assessment process is cyclical in nature.

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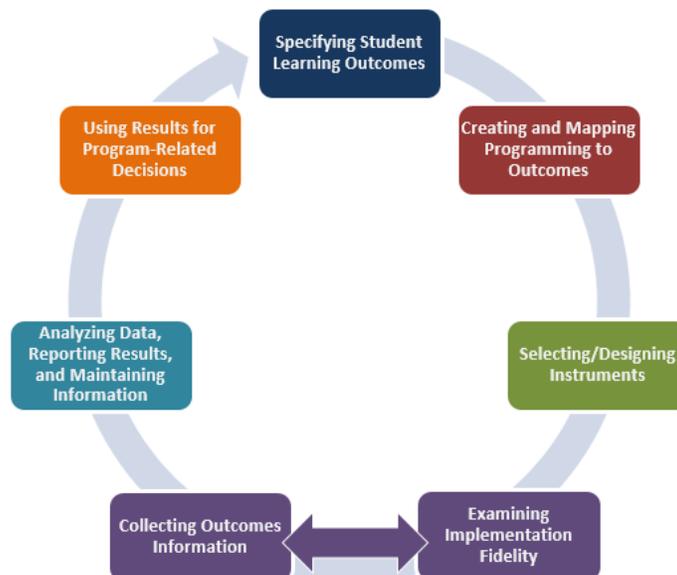
"Assessment is an ongoing process aimed at understanding and improving student learning [and college services in support of student learning]. It involves making our expectations explicit and public; setting appropriate criteria and high standards for . . . program quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve . . . the college's performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education." (Tom Angelo)

What is an SLO?

A Student Learning Outcome (SLO) is a measurable outcome statement about what a student will think, know, or be able to do as a result of an educational experience. At WHCC SLOs generally describe course level outcomes (CLOs). SLOs are designed and developed by instructional faculty. The assessment of SLOs at the course level within an instructional area demonstrate and document the student learning that has taken place. These outcomes are the competencies, skills, and/or content that a student should be able to demonstrate, articulate, or utilize upon the completion of the course. Consequently, SLOs must be specific, observable, and measurable so that the difference between the expected achievement and the actual achievement can be identified. The content of an SLO reflects the substance of the course, program, or instructional unit. SLOs are fluid and should be examined periodically. They should be revised as part of ongoing assessment and curricular processes.

SLO data is utilized to enhance the quality of educational programs, allocate resources, meet our institutional mission, and increase student success. All faculty, staff, and administrators participate in student learning and, therefore, should be involved in discussions regarding outcomes assessment and SLO data. SLO data should be shared and discussed in learning areas, governance councils, committees, staff meetings, etc.

What is a PLO?

At WHCC a Program Learning Outcome (PLO) is a measurable outcome statement about what a student will think, know, be able to do or articulate upon completion of an instructional degree or certificate program. A PLO can also describe the overall expected measurable results of a project or program being implemented in service areas that directly or indirectly influence student success. Instructional PLOs are designed and developed by instructional faculty. The assessment of PLOs within instructional areas demonstrate and document the competencies students have attained upon completion of an academic program. Therefore, PLOs must be specific and measurable so that the difference between the expected achievement and the actual achievement can be identified. Subsequently, PLO data becomes a critical component of Program Review for instructional learning areas. PLO data informs instructional program analysis and review. There is a strategic relationship between PLOs and SLOs/CLOs. PLOs are designed to coalesce the SLO/CLO data from a set of interrelated courses that lead to a degree or certificate. PLOs demonstrate how students are meeting learning outcomes at the program level through the courses taken as part of that program and should therefore be linked or mapped to SLOs/CLOs. The data from SLOs/CLOs quantitatively and qualitatively informs PLOs.

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PLOs should be examined periodically and revised as part of ongoing assessment, curricular, and program review processes. PLO data is utilized to enhance the quality of educational programs, allocate resources, meet our institutional mission, and increase student success. All faculty, staff and administrators participate in student learning and, therefore, should be involved in discussions regarding PLO data. PLO data should be shared and discussed in learning areas, governance councils, committees, staff meetings, etc.

What is a SSO/SAO?

At WHCC non-instructional student learning outcomes are called Student Service Outcomes (SSOs)/Service Area Outcomes (SAOs). A SSO/SAO is a statement about what a student is expected to know, understand, articulate or demonstrate because the student participated in a service, workshop, field trip, program etc. SSOs/SAOs may also describe how the student will benefit from the service being provided. SSOs/SAOs identify and document evidence of services, processes, and functions within a non-instructional area as well as the desired quality (timeliness, accuracy, responsiveness, effectiveness, etc.) of those services. These non-instructional service components complement and enhance academic programs. They serve students in ways that support student learning beyond the classroom. SSO/SAO outcome statements should be measurable and strategically linked or mapped to the WHCC Mission statement, college Institutional Learning Outcomes (ILOs) as well as the goals and objectives of the identified program or service. SSO/SAO data should qualitatively and quantitively inform service area program reviews. SSO/SAO assessment documents what students are learning in non-instructional areas and how they are benefiting from the services provided.

What is an AUO?

Administrative Unit Outcomes (AUOs) are measurable outcome statements that focus on the fundamental functions of an administrative unit and the services provided by the unit. AUOs measure the effectiveness of unit functions and processes as well as satisfaction with services provided. AUO statements should be designed to yield actionable data that facilitates improvement. Five core features are central to the development of AUOs:

- Alignment: AUOs must be aligned to the goals of the unit. Administrative unit goals are not activities or tasks. They are the outcomes the unit is expected to achieve as the result of performing tasks or activities. Alignment ensures the annual planning efforts of departments are supported by evidence generated through the assessment process.
- Central: AUOs must be central to the core functions of the unit and the mission of the college.
- Feasible: The AUO and the assessment must be feasible given the resources, time, technology, personnel, etc. available within the unit.
- Meaningful: The AUO should be strategically linked/mapped to the Institutional Learning Outcomes (ISLOs) to ensure that the unit is making a positive impact for students.
- Measurable: AUOs must be measurable and yield actionable data. To help ensure the AUO is measurable they should include metrics that benchmark unit performance and satisfaction with unit service, results, outcomes etc.

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<u>*What are Institutional Learning Outcomes (ILOs)?*</u>

Institutional Learning Outcomes (ILOs) are statements about the broad concepts, core competencies, or "big ideas " that are the byproducts of the educational experience at WHCC. ILOs are statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, departments, and services.

	The Core Competencies that are to be reviewed are given below.
I	I. Critical Thinking, Problem Solving, and Creative Thinking **Students will collect information in response to a question or problem; analyze or draw valid conclusions from statements, images, data, and other forms of evidence; or assess the implications and consequences of conclusions.**
II	II. Communication **Students will use effective communication skills in reading, writing, listening, speaking or communicating in different formats.**
III	III. Quantitative Analysis and Scientific Reasoning **Students will analyze, estimate, use, or evaluate quantitative information using words, data, graphs, or symbols; or apply the scientific method to questions regarding observable natural, physical or social phenomena.**
IV	IV. Social, Cultural, Environmental and Aesthetic Perspectives **Students will define or analyze significant social, cultural, environmental or aesthetic perspectives.**
V	V. Information, Technology and Media Literacy **Students will be able to locate, evaluate, synthesize or use multiple forms of information, data, media, or technology.**
VI	VI. Personal, Academic, and Career Development **Students will analyze their knowledge, skills, abilities, set personal, educational, and career goals, work independently or in group settings; identify or practice lifestyle choices that promote self-reliance, physical, mental, or social health.**

All college personnel directly or indirectly impact the student experience and thus, consequently, must be involved in the development and assessment of ISLOs. ISLOs are the collective expression of the learning environment at WHCC. Data from SLOs/CLOs, PLOs, SSOs/SAOs, AUOs, and Program Review inform ISLOs and should be strategically linked/mapped to them. ISLOs are designed to help guide departments and disciplines in the development of outcomes for programs, courses, and services. Consequently, ISLOs also shape the decision-making processes of the college.

Well that's my version of the cliff notes on outcomes assessment. It was more than a "one-pager" but far less than what you need to make you an expert. However, it should be just enough to get us all engaged and actively participating in the dialogue, development, and assessment of outcomes at every level of the institution.

WEST HILLS COLLEGE STUDENT ENGAGEMENT

The International Students Program hosted its Welcome Dinner for new and returning students at the Hong Kong Restaurant in Coalinga on Friday, August 25th. New and returning students were invited to enjoy the evening among fellow new students and returning students. Our new international students come from Japan, Hong Kong and Brazil.

TRiO/SSS and CalWORKs Programs will be offering Student Retention and Engagement Success workshops for its students in Coalinga and Firebaugh. The workshop topics to be included for the fall semester are as follow: Financial Literacy I (Meals on a Budget) and Financial Literacy II. In addition to educational workshops, there will be a Student Leadership Retreat held at Wonder Valley and the opportunity to attend the Central California Women's Conference will be offered to TRiO/SSS and CalWORKs students. Students interested in participating will need to sign up at the TRiO/CalWORKs Office located behind the bookstore, in Building D on the Coalinga campus.

NDC students and faculty had a great time on the water Friday, September 8, on their canoe trip from Mendota to Firebaugh. This trip, in partnership with the National Park Service, was designed to boost students' ecological understanding of the area and raise enrollments in the environmental sciences. Firebaugh city officials and council members, K-12 administration, and the Mayor of Firebaugh were in attendance at the afternoon reception. ABC30 also aired information during their 4pm and 6pm news-slots Friday afternoon.

WORKFORCE CONNECTION

Rojelio's Andrade
The Workforce Connection is extremely proud to present Rojelio's Andrade Educational and Employment accomplishments. Mr. Andrade was an unemployed 20 year participant at the time of the enrollment in the Workforce Innovation and Opportunity Act program. Mr. Andrade did not have any employment history and he was undecided on what career choice to pursue. He came from a low-income family who resides in a low income city with poverty rate of 35.5 based on the United States Census Bureau. Mr. Andrade had decided that he needed to make a change in his life and obtain an education in order to succeed in life. He was fully aware that he needed to obtain an education in order to compete and find self-sufficient and high wage employment. After conducting an intensive search in the Psychiatric Technician occupation, he quickly came to the conclusion that he needed vocational skills training in order to obtain meaningful employment.

Mr. Andrade received a scholarship from Fresno Regional Workforce Development Board in order for him to pursue the Psychiatric Technician vocational training at West Hills College Coalinga. Mr. Andrade started the training on 12/14/15 and he completed the training successfully on 12/23/16. Mr. Andrade was the first in his family to attend post-secondary education. Immediately, after the completion of training he obtained full time employment as Pre-licensed Psychiatric Technician at California State Hospitals - Coalinga. Mr. Andrade became a licensed Psychiatric Technician on May 2017 and he immediately rolled over to the Licensed Psychiatric Technician position. Mr. Andrade hard work and dedication has paid off due to the fact that his income changed dramatically from having no income to earning $27 per hour.

Mr. Andrade's motivation, eagerness, and willingness to succeed in life placed him in an advantageous position. Also, his life experiences of coming from a low income city dominated by agricultural work made him understand the importance of pursuing an education. In addition, he has taken advantage of any opportunities that have come his way in order to succeed. Lastly, Mr. Andrade received the Youth Outstanding Achievement Award from the Fresno Regional Workforce Development Board on July 2017 in recognition of his education and employment accomplishments.

Martha Hernandez:
The Workforce Connection is extremely proud to present Martha's Hernandez Educational and Employment accomplishments. Ms. Hernandez was an unemployed 44 year older Dislocated Worker at the time of the enrollment in the Workforce Innovation and Opportunity Act program. Ms. Hernandez had limited employment history. She also had a young child at home still. Ms. Hernandez's last employment was working as In-Home Supportive Service aide and agriculture laborer.

Ms. Hernandez did not have much work history or the necessary skills to obtain self-sufficient employment. Over the years, she obtained her High School Diploma Equivalency and had attended some classes at West Hills College Coalinga North District Center (Firebaugh). Ms. Hernandez felt her English skills were a barrier for her to obtain employment and was working extremely hard taking college classes to improving her English skills. She knew she had a strong passion for caring for people, but had no education or measurable skills to obtain long term employment in the healthcare field. She came to Workforce Connection seeking help in getting involved in a Nurse Assistant training.

Ms. Hernandez received a scholarship from Fresno Regional Workforce Development Board in order for her to pursue the Nursing Assistant training at West Hills College Coalinga. Ms. Hernandez started the training on 8/15/16 and she completed the training successfully on 10/21/16. Ms. Hernandez studied hard and passed her Certified Nursing Assistant boards during her first attempt. Ms. Hernandez is working full time at the Avalon Health Care Facility in Madera as Certified Nurse Assistant and plans to get good experience and then, pursue her education as a License Vocation Nurse.

Ms. Hernandez had motivation, eagerness, and true passion to do what she needed to do to obtain the training and career, where she felt she could make a difference in others' lives. As the Workforce Staff guided and helped Ms. Hernandez through the process it became contagious to feel the excitement and enthusiasm for the journey she was taking. Lastly, Mr. Andrade received the Adult Outstanding Achievement Award from the Fresno Regional Workforce Development Board on July 2017 in recognition of her education and employment accomplishments.

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FARM OF THE FUTURE

Social Media out at the Farm of the Future
Do you want to know what is going on out at the Farm? Check out our social media sites to stay up-to-date with the latest news from the Farm of the Future. Keep your eye out for weekly videos, pictures and updates.

facebook.com/farmofthefuture

@farmofthefuture

@WHCCFarm

farmofthefuture.tumblr.com

@farmofthefuture

bit.do/FOFyoutube

ATHLETICS

WHCC Athletics

Want to watch your Falcons and cheer for them? Visit our WHCC Falcon Athletics webpage for schedules:

http://www.westhillsfalcons.com/landing/index