



**2016 Annual Report
Final Submission**
03/31/2016

West Hills College Coalinga
300 Cherry Lane
Coalinga, CA 93210

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Stephanie Droker
3.	Phone number of person preparing report:	559-934-2307
4.	E-mail of person preparing report:	stephaniedroker@whccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.westhillscollge.com/coalinga/academics/catalog/index.asp
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.westhillscollge.com/coalinga/about/accreditation/index.asp
6.	Total unduplicated headcount enrollment:	Fall 2015: 2,932 Fall 2014: 2,947 Fall 2013: 3,092
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	2,900
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward	227

	degree requirements) for fall 2015:	
9.	Number of courses offered via distance education:	Fall 2015: 142 Fall 2014: 119 Fall 2013: 102
10.	Number of programs which may be completed via distance education:	10
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,531 Fall 2014: 2,290 Fall 2013: 2,110
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	55%	
14b.	Successful student course completion rate for the fall 2015 semester:	60%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	274
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	204
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	139

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	414			
16b.	Number of students who received a degree in the 2014-2015 academic year:	248			
16c.	Number of students who received a certificate in the 2014-2015 academic year:	290			
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	195			
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	221			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes			
18b.	If yes, please identify them:	Theater/Performing Arts			
19a.	Number of career-technical education (CTE) certificates and degrees:	11			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	5			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	7			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Psychiatric Technician	51.15	state	80 %	82 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Child Development AA		70 %	81.4 %	
	Psychiatric Technician AS		70 %	87.13 %	
	Business Administration AS		70 %	75 %	
	Psychiatric Technician Cert		70 %	87.13 %	
Child Development Teacher Level Cert		70 %	81.4 %		
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	

23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>Institution-set standards are incorporated into the college's participatory governance structure and integrated planning process. Institution set standards are discussed during strategic planning sessions, as well as various college-wide committees. Additionally, this information is also presented to district leadership at Chancellor's Executive Cabinet. Program review is an integral part of reviewing programmatic performance related to student achievement. Discussions across the district on these analyses has helped the college to make adjustments in regards to curriculum, instruction, and resource allocation.</p>
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Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses a. Total number of college courses: b. Number of college courses with ongoing assessment of learning outcomes Auto-calculated field: percentage of total:	140 130 92.9
25.	Courses a. Total number of college programs (all certificates and degrees, and other programs as defined by college): b. Number of college programs with ongoing assessment of learning outcomes Auto-calculated field: percentage of total:	30 28 93.3
26.	Courses a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): b. Number of student and learning support activities with ongoing assessment of learning outcomes: Auto-calculated field: percentage of total:	14 14 100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.westhillcollege.com/coalinga/academics/programs/pslo.asp

28.	Number of courses identified as part of the general education (GE) program:	78
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	72%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	72
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	82%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The outcomes committee, which is comprised of faculty and staff, review ISLO data. That information is then presented to the College Planning Council - the top level decision making committed on campus. This data is then set to all constituency groups through CPC representatives. Discussion is now occurring regarding the alignment of ISLOs to the Degree Qualifications Profile framework.</p> </div>	

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Learning outcome alignment is done using the Degree Qualifications Profile (DQP) framework (2.0). All courses and programs, including non-instructional outcomes, are being mapped to the college’s ISLOS. The DQP framework has provided a common map by which faculty and staff have been able to fully articulate and visualize learning outcome alignment.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>At the ISLO level, the final report is presented to all faculty and distributed to the various college committees where there are campus-wide recommendations presented on behalf of the ISLO committee. A copy is distributed to the College Planning Council and any needed resources are routed to the budget committee. At the program level, the program review committee is presented with the findings of the PLOs and any improvements which each department has determined via the data analyses. Budgetary requests, based on this data, are routed to the budget committee for review and prioritization. Program reviews are posted on the college website for transparency. At the course level, the faculty input their course data into a SharePoint team site. All the faculty meet towards the end of each semester during SLO Assessment Day to discuss their results with their departments and share with their learning areas. This is a way for other faculty to hear what others are doing and get ideas for their own SLO research methods.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>All program level data is completed through the program review process. Since WHCC has many departments where there is only one full time faculty member, reporting to the program review committee where each learning area has a representative. Resource allocation is reviewed and moved forward from the program review committee to the budget committee, where all requests are prioritized. This prioritized list then gets forwarded to the college planning council for approval. At the institutional level, a committee has been formed of faculty from each learning area, staff, and administration, to review ISLO data (ISLO committee). The final ISLO report for each cycle is presented to faculty at the SLO Assessment day (which occurs twice per year). It is also distributed to all college committees for review and discussion. Recommendations based on the data is forwarded to the college planning council. The council may present the recommendations to all committees which may need to make decisions based on the recommendations.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>The SLO process at WHCC has lead the Math department decide to incorporate online homework assignments into their classes. This has proved to be effective and students themselves report the benefit of immediate feedback on their work. The department has formally decided to give the SLO assessment near the end of the semester as part of a review process of the necessary skills for students in the subsequent class. Additionally, the Political Science department made a decision to offer classes in such a sequence that the skills necessary for the program carefully build on each other according to the course and program SLO mapping.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	WHCC will be submitting substantive changes for DE, as well, as two new CTE certificates where new courses were created.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.