2016 Annual Report
REVIEW

West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dave Bolt
3.	Phone number of person preparing report:	559.925.3222
4.	E-mail of person preparing report:	davebolt@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.westhillscollege.com/lemoore/academics/catalog/whcl-catalog-2014-2016.pdf#page=9
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.westhillscollege.com/lemoore/about/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 4,349 Fall 2014: 4,303 Fall 2013: 4,449
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	4,024
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	381
9.	Number of courses offered via distance education:	Fall 2015: 79 Fall 2014: 72 Fall 2013: 70
10.	Number of programs which may be completed via distance education:	5

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,065 Fall 2014: 2,021 Fall 2013: 2,050
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
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?	70 %
14b.	Successful student course completion rate for the fall 2015 semester:	72.2 %
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? — 307 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? — 299 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? — 18	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	437
16b.	Number of students who received a degree in the 2014-2015 academic year:	420
16c.	Number of students who received a certificate in the 2014-2015 academic year:	29
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?	289
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	454
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No

18b.	If yes, please identify them:	N/A
19a.	Number of career-technical education (CTE) certificates and degrees:	10
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:	4
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4
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 (%)
ServSafe	12.05	national	70 %	47 %
Registered Nursing	51.38	state	90 %	85.19 %
CNA	51.39	state	90 %	96 %
LVN to RN	51.38	state	90 %	85.19 %

21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Administration of Justice-Law Enforcement AA	43.01	70 %	70 %
Business Administration AA	52.02	70 %	70 %
Child Development AA	19.07	70 %	70 %
Computer Information Systems AA	11.01	70 %	70 %
Nursing AS	51.38	70 %	90 %
Business Administration AS	52.02	70 %	70 %
LVN to RN Degree in Nursing AS	51.38	70 %	95 %

22.	Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard

23.	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 (1,350 character limit, approximately 250 words).

West Hills College Lemoore determines its institution set standards by initially involving the West Hills Community College District Office, particularly the Office of Institutional Research, and the departments from which the certificates/degrees originate. These values, obtained by analyzing historical values as a college and district, provide the College with goals/expectations as the College proceeds with its operations. Once a recommendation has been provided by the Office of Institutional Research, the appropriate department reviews the goals at regular intervals to determine the extent of success the College is achieving. If deficiencies appear, open dialogue occurs with recommendations on how the College can address those areas requiring attention. The progress towards these goals and

		recommendations are shared with the Planning and Governance Council, the College's primary participatory governance committee.

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 completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	**Courses**	
	a. Total number of college courses:	258
	b. Number of college courses with ongoing assessment of learning outcomes	244
	Auto-calculated field: percentage of total:	94.6
25.	**Programs**	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	32
	b. Number of college programs with ongoing assessment of learning outcomes	26
	Auto-calculated field: percentage of total:	81.3
26.	**Student and Learning Support Activities**	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	7
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	7
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.westhillscollege.com/lemoore/academics/programs/pslo.asp
28.	Number of courses identified as part of the general education (GE) program:	98
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	97 %
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 *program Student Learning Outcomes*:	98
32.	Number of Institutional Student Learning Outcomes defined:	3
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).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %
35.	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 (1,350 character limit, approximately 250 words). The College establishes the institutional learning outcomes through a strategic planning process called Eagle Vision Planning. The Eagle Vision Planning sessions include representation from all College constituency groups. It is not unusual for the planning group to consider changing the institutional learning outcomes based on new metrics expected of the College (whether they be internally from the District or external from the State, for example) or eliminating outdated institutional learning outcomes that are no longer applicable. Once adopted, the institutional learning outcomes are printed in our Strategic Plan, posted on the Internet, and openly discussed within various campus committees. The West Hills Community College District Board of Trustees are provided with a copy of the Strategic Plan for their review.	

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.	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 (1,350 character limit, approximately 250 words). West Hills College Lemoore collects all student learning outcomes on electronic forms and posted on a Sharepoint portal site. Student learning outcomes are required to be mapped and mutually aligned to the institution, program, and course level outcomes as appropriate. The electronic student learning outcomes form has been changed numerous times in the past few years to more accurately reflect the goals of student learning outcomes and to generally ease the process of entering and analyzing data. Also, a general analysis of student learning outcomes has resulted in more non-specific student learning outcomes compared to how they were originally written. The analysis of the results has led to several changes in delivery of

	instruction. For example, the College's culinary program developed an accelerated schedule because it was losing students (for employment in the field) before they graduated. The new accelerated culinary program is intensive and allows students to receive a certificate in one year. Another change seen upon analysis of student learning outcome data resulted in creating course pathways in business programs to improve student achievement of certificates and degrees in a more timely manner.
37.	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 (1,350 character limit, approximately 250 words). Student learning outcomes are clearly stated on course syllabi in order to clearly delineate the expectations of students taking a class. Faculty also place student learning outcome information on a Sharepoint portal site which all faculty have access to review all student learning outcome information for all instructors. In addition, faculty meet within discipline groups at pre-semester events within the district to discuss student learning outcome information between campuses. This has an effect of altering course delivery of materials and has led to the modification of course outlines. The College shares its student learning outcome information with the community via the College web site and by brochures produced to promote specific vocational programs.
38.	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 (1,350 character limit, approximately 250 words). West Hills College Lemoore has regularly scheduled learning area meetings where faculty have the opportunity to discuss student learning outcomes to members of their discipline and related disciplines. Student learning outcomes are also given attention at College flex days prior to each semester and District Professional Development days prior to each semester. The College's primary participatory governance committee, the Planning and Governance Council, receives a presentation on every completed college and district program review which includes information on student learning outcomes and their progress. The Collective Bargaining Agreement with certificated staff includes language that the evaluation process includes the faculty member's participation in the student learning outcomes process.
39.	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 (1,350 character limit, approximately 250 words). The West Hills College Lemoore Culinary program is very popular with solid enrollments. However, its reputation within the community is very strong and our students are hired away before they can complete a degree or certificate. As a result, program level outcomes suffered from low graduation rates. The culinary department responded by created an accelerated certificate program that can be completed in 12 months which allows students to be gainfully employed after one year of formal education (and a certificate). A second effective institutionalized activity are Friday workshops dedicated for staff to work on student learning outcomes, program review, curriculum, or accreditation. These scheduled activities allow faculty to dedicate blocks of time to work on student learning outcomes amongst their peers. Members of the Student Learning Outcomes Committee, Curriculum Committee, and accreditation attend the workshops along with research and administrative representatives to provide assistance when needed. Faculty and staff have embraced the workshops and look forward to working with the staff and other faculty members.

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: 1 2012-2013: 1
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) Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Addition/Removal of CTE degrees and certificates; removal of location where 50% or more of a degree or certificate can be offered

Other Information

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