The WHCCD Mission and Vision are a reflection of an analysis of internal and external trends, the district’s history and the needs of its constituents.

**Vision**
A trusted steward, the West Hills Community College District actively engages, encourages, enriches and empowers students, faculty, staff and the communities served to reach their full potential academically, socially and economically.

**Mission**
The mission of the West Hills Community College District is to enhance student learning and enrich the lives of the populations we serve.
Dear Community Member,

Over the last 10 years you have seen our strategic planning process evolve as we transformed from a single college to a multi college district. The strategic plans have provided a direction for our journey that have been beneficial for the colleges and the communities we serve.

Our planning process has enabled us to take education to every part of our district, develop a leadership position in technology, increase transfer rates to four year colleges, respond to local industry with specialized training and establish a long-term financial position that has and will continue to provide stability for the district in the years to come.

During the 10 year journey we have responded to national trends in technology, student access, and workforce training. All have resulted in great improvements.

In preparation for this current plan, we scanned our environment to see what trends, forces, or innovations will impact our work over the next five years. Four major trends emerged:

**More accountability:** State and federal governments, taxpayers, parents and students want to know how effective colleges are in assisting students in achieving their educational goals.

**Doing more with less:** The current state and federal fiscal crisis will reduce our funding, requiring us to become more productive with fewer resources.

**Declining high school graduates in California:** Beginning with the 2011 academic year, high school enrollments in California, including in our service area, will begin to decline. This will require us to look for new markets to sustain our efforts.

**The rise of private colleges:** Many of our students are now transferring to private colleges in addition to state universities. This will require the district to collaborate with a variety of colleges and universities.

As we examine these trends and their impact on our work, it becomes clear that the planning and review process we employ in our daily work becomes more important in carrying out the mission of our college district.

This document represents our second cycle of planning as a two college district. As evidenced by the trends identified above and the current fiscal constraints under which we now operate, we are entering the era of “the new normal.” The strategic plan presented in the following pages represents our best effort to provide a clear direction for our employees and the citizens of our district.

Very truly yours,

Frank Gornick, Chancellor
West Hills Community College District
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1932
District begins with the establishment of a college for the Coalinga Union High School District. Coalinga Extension Center of Fresno State College officially opens its doors

1941
Coalinga Junior College became an independent unit under the Governing Board of the Coalinga Union High School District

1956
The current campus at the north end of Coalinga on Cherry Lane opens to students

1962
Lemoore, Riverdale and Tranquility High School Districts become part of WHCD

1971
The North District Center in Firebaugh opens to students

1991
The California Postsecondary Education Commission established the official Higher Education Center for Kings County, which now serves the cities of Laton, Armona and Hanford
West Hills Community College District has been serving the educational needs of the San Joaquin Valley’s west side for over seven decades. We encompass a 3,464 square mile region that includes portions of five surrounding counties: Fresno, Kings, Madera, Monterey and San Benito.

The district began in 1932 with the establishment of a college for the Coalinga Union High School District. On October 3, 1932, Coalinga Extension Center of Fresno State College officially opened its doors to higher education. In September 1941, Coalinga Junior College became an independent unit under the direction of the Governing Board of the Coalinga Union High School District. In 1956, the current campus at the north end of Coalinga on Cherry Lane opened to students.

In 1962, residents of the Lemoore, Riverdale and Tranquillity High School Districts voted to become part of West Hills Community College District. To meet the needs of students in these areas, West Hills College established the North District Center in the city of Firebaugh in 1971, and served students in the Lemoore area from 1962 to 1979 primarily at Naval Air Station, Lemoore and Lemoore High School. In 1979, the district purchased land in the city of Lemoore, and a classroom building and office were erected in 1981. In 1991, the California Postsecondary Education Commission established the Kings County Center as the official higher education center for Kings County. The commission stated that the service area of the center was to include the cities of Laton, Armona and Hanford. This was significant for the district because California was now willing to use state funds to assist WHCCD with the construction of permanent facilities in Kings County.

In 2000, WHCCD alumni Robert and Mardell Pedersen, and Mardell’s parents, Lola and Lionel Semas, donated 107 acres of land for a new campus just west of Highway 41 at Bush Street. Construction began on what would become California’s first new community college built in the 21st century. In 2001, the Board of Governors granted the campus “college” status and West Hills College Lemoore welcomed students for the first time on January 14, 2002. The college still maintains an office and classrooms at Naval Air Station Lemoore.

National and State Recognition

WHCCD has been nationally recognized for its work. In 2002, the MetLife Foundation named West Hills as the nation’s small community college that best serves the needs of a diverse student population and helps move people into “livable wage” jobs. More recently, West Hills was recognized nationally by Campus Compact for serving as a model of student civic engagement.

West Hills has designation as an Hispanic Serving Institution and in 2004 was recognized by the California State Community College Chancellor’s Office for having increased the diversity of its administrative staff by the most of any community college during the previous ten years. In 2007, West Hills was identified as a high performing institution by the Community College Survey of Student Engagement (CCSSE), and received the Kings County Economic Development Partner Award in 2008.

Two national publications have recognized WHCCD for its achievements. In 2009, the Chronicle of Higher Education identified WHCCD as one of the “Great Colleges to Work For;” and in 2010 the North District Center in Firebaugh was ranked 34th best community college in the nation by Washington Monthly.
The West Hills Community College District service area includes the following cities: Armona, Avenal, Cantua Creek, Coalinga, Firebaugh, Hanford, Huron, Kettleman City, Laton, Lemoore, Mendota, Riverdale, San Joaquin, Stratford, Tranquility. The WHCCD service area is relatively young, with 50 percent of its population below 30 years old. The ethnic demographics reveal that 58.6% of the population is Hispanic, 31.8% White, 4.2% African American, and considerably lower percentages for all other ethnicities. Based on projections from the California Department of Finance, the service area population has grown by 23% with the Hispanic population experiencing the largest growth rate at 46%.

West Hills Community College District is a “minority-majority area,” a service area in which a minority ethnic group is the numerical majority, with Hispanics being the largest group. With approximately 10,000 students enrolled in the 2009-2010 academic year, WHCCD’s student population is 45.2% Hispanic, 30% White, 7.8% African American, 3.5% Asian, 5.6% Pacific Islander, 1.1% Native American, and 2.3% multi racial. Seventy percent of WHCCD students are first generation college students. Based on financial need, 66% of students who attended WHCCD in the 2009-2010 academic year are from low-income families.

Source: WHCCD Data Warehouse; CA Department of Finance Population Projections by City
Core Indicators of Effectiveness for Community Colleges
by the American Association of Community Colleges
West Hills Community College District has conducted several planning efforts to provide a foundation for the success we now enjoy. This document is our second comprehensive strategic Plan. In addition, both colleges have developed strategic plans. Students, faculty, classified staff, administrative staff, members of the community, and members of the Board of Trustees have enthusiastically contributed to the process.

The West Hills Community College District (WHCCD) is charting its next five years of service to students and the community. Five priorities stand out:

- WHCCD will maintain its student success indicators above the California Community College statewide average, placing emphasis on basic skills and goal attainment;
- West Hills Community College District will meet FTES and efficiency targets and will remain preeminent by strengthening its financial position;
- WHCCD will increase service area adult and high school graduates participation rates and maintain them above the California Community College statewide average;
- WHCCD Distance Education will increase access to educational programs and services that focus on student success and strengthening the economic, social, and cultural life of its diverse community;
- WHCCD will increase and coordinate Workforce and Economic Development activities that are designed to meet the needs of employers and improve student success in Career Technical Education programs.

These priorities are the outgrowth of collaborative dialogue involving the West Hills Community College District Office and the district’s two colleges, West Hills College Lemoore and West Hills College Coalinga and its North District Center, Firebaugh. Within the West Hills’ mission these priorities are considered likely to have the greatest positive influence on the future vitality of the Central Valley and its residents.

Each of the priorities listed above has been subjected to intense review—first by district-wide leadership and then by planning teams carefully selected to bring special expertise and useful insight to the task. The planning teams have specified the scope and meaning of each priority and identified the most productive next steps in moving the WHCCD agenda forward.

Planning sessions for each of the priorities were held on July 14 and 15, 2010. Student Success was addressed during the morning of July 14th, K-12 Partnerships during the afternoon of July 14th and Workforce Development and Economic Development in a daylong session on July 15th. All sessions involved a high level of participant interaction organized around structured group work dealing with specific topics relating to the West Hills’ role in each of the five priority area listed above.

With economic uncertainty more pronounced than ever in the Central Valley, the role of local initiative in building a robust economic future is critical. With emphasis on these priorities, WHCCD seeks to energize faculty/staff and formal and informal leaders to work aggressively in support of an improved future for the Central Valley.
WHCCD will maintain its student success indicators above the California Community College statewide average, placing emphasis on basic skills and goal attainment.

**Basic Skills**

During the 2009-2010 academic year, a total of 984 WHCCD students who indicated a goal of degree completion or transfer took a placement test. Approximately 90% of those students placed below college level math and English. The district has launched the “Closing the Gap Initiative” and is working closely with feeder high school superintendents to address alignment of content in English and math. Placement tools are also being evaluated. Data on basic skills success, retention and improvement rates will be evaluated on an on-going basis through the WHCCD strategic planning process and the colleges’ Basic Skills Initiative Committees.

<table>
<thead>
<tr>
<th>Math Placement</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6%</td>
<td>7%</td>
<td>32%</td>
<td>55%</td>
<td>1 Level Below Degree</td>
<td>2 Levels Below Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Placement</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>50%</td>
<td>23%</td>
<td>17%</td>
<td>Degree/Transfer Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: WHCCD Data Warehouse
Note: English placement was based on writing test scores.

**Closing the Gap**

The Closing the Gap Initiative has been launched to address the gap between students entering WHCCD at “college ready levels” and those who enter in need of remediation. The work is focused on examining college readiness of entering WHCCD students from the nine feeder school districts, and will address: 1) curriculum alignment between K-12 Core Standards and the WHCCD Course Objectives; 2) Placement exams as accurate measures of readiness; 3) Appropriate levels of rigor in instruction; and 4) Necessary instructional support.
WHCCD, through its program review process, has focused on maintaining course retention and success rates within the California Community College (CCC) statewide average. During the past five years, WHCCD’s traditional face-to-face course retention and success rates increased by 3% and 2%, respectively. The graph below provides a five year average retention and success rate for WHCCD in comparison to all CCC. Retention and success rates for WHCCD are at par with the CCC average.

**2005-2010 Average Face-to-Face Course Retention & Success Rates**

<table>
<thead>
<tr>
<th></th>
<th>West Hills Community College District</th>
<th>California Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Success</td>
<td>68%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Success = percent of students who earn a grade of A, B, C, CR, or P in the class. Course grades of NC, NP, D, F, I or W are considered to be unsuccessful.
Retention = the percent of students who remain in the course from census date until the end of the term.
Source: WHCCD Data Warehouse; California Community College Chancellor’s Office Data Mart

During the past five years, West Hills Community College District’s degree completion rates and transfer rates have been maintained at or above the California Community College statewide average. The district will continue to monitor degree completion and transfer rates as part of its next strategic planning cycle. Additionally, the district will monitor average time to degree completion and guaranteed transfers per the SB 1440 student transfer reform act.

**Degree Completion Rates**

- **WHCCD Completion Rates**
- **CCC Statewide Completion Rates**

<table>
<thead>
<tr>
<th></th>
<th>WHCCD Completion Rates</th>
<th>CCC Statewide Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006 to Spring 2009 Cohort</td>
<td>23%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Source: California Community College Systems Office Student Right to Know
Note: Cohort based on group of students who are first-time freshmen, who are enrolled full-time in a fall term, and are seeking a degree or transfer. The tracking period of cohorts is three years.

**Transfer Rates**

- **WHCCD Transfer Rates**
- **CCC Statewide Transfer Rates**

<table>
<thead>
<tr>
<th></th>
<th>WHCCD Transfer Rates</th>
<th>CCC Statewide Transfer Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006 to Spring 2009 Cohort</td>
<td>24%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Students work with counselors and advisors to create an education plan (ed plan) that provides a framework for the student to follow as they work to complete their educational goals—whether they seek a certificate, degree or transfer to a four-year university. The plan helps the student and the college monitor the student’s progress and is reviewed periodically.

The district has discovered that students with ed plans have a 20 percent higher graduation rate than students without a plan. Strategic planning has identified the need to provide all students who are seeking degrees, certificates and/or transfer with an ed plan. The colleges have implemented strategies to increase completion of the plans and during the fall 2010 semester increased the delivery of ed plans by 42% (+625).

A new tool, Academic Tracker, was launched in spring 2011. It is an electronic tool that will allow students to monitor their academic progress online. It does not replace the ed plan but is an additional tool to provide students an up-to-date review of their progress.

### Education Plans

The district has discovered that students who receive education plans have a 20% higher graduation rate than students without a plan.

### Fall 2005-2010

Total Students Seeking Degrees, Certificates and/or Transfer with and without Educational Plans

<table>
<thead>
<tr>
<th>Year</th>
<th>Without Ed Plan</th>
<th>With Ed Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>59%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Source: WHCCD Data Warehouse
Growing in Number

West Hills Community College District’s number of full-time equivalent students increased by 21% and the number of students enrolled (student headcount) increased by 40%.
West Hills Community College District will meet FTES and efficiency targets and will remain preeminent by strengthening its financial position.

Growing from 4,511 full-time equivalent students (FTES) in 2005-2006 to 5,470 FTES during the 2008-2009 school year, West Hills Community College District's number of FTES increased by 21% and the number of students enrolled (student headcount) increased by 24%. During the 2008-2009 academic year, due to the California state budget shortfall, funding for the district was reduced by $500,000 (1.5%) and in 2009-2010 by an additional $1.5 million (5%).

During the past five years, as part of its strategic planning process, the district cautiously monitored FTES and set targets based on funding projections. Anticipating state budget cuts, this process allowed the district to implement a number of planned strategies to reduce expenditures. Savings were accomplished through early retirement incentives, reorganization of administrative functions, furloughs, freeze on hiring and spending, and reduction of sections. Additionally, new grant funds helped backfill positions and covered some expenses. The district successfully reduced expenses while avoiding staff layoffs, maintained all programs and services, and a budget reserve above 5%.

During its next five year cycle of strategic planning, the district will continue to carefully monitor state funding targets, FTES targets, expenditures, and cost efficiencies at all levels.

**2005-2010 Apportionment, FTES, & Headcount Trends**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES = A student taking 15 hours of instruction per week for two semesters or a total of 525 course contact hours within one academic year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: WHCCD Data Warehouse; WHCCD Business Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Avenal
Lemoore
Firebaugh
Hanford
Laton
Coalinga
Statewide Average
Mendota
WHCCD Average
Riverdale
Hanford West
Tranquility
Laton

Coalinga
Avenal
Lemoore
Firebaugh
Riverdale
Hanford West
Tranquility
Laton

Statewide Average 22%
WHCCD Average 14%
Mendota 18%
Handford 18%
Tranquility 17%
Laton 14%
WHCCD will increase service area adult and high school graduate participation rates and maintain them above the California Community College statewide average.

**Strategic Goal #3**

Creating greater access to our colleges is at the core of our mission. Meeting or exceeding this goal allows WHCCD to demonstrate its effectiveness in creating access for service area citizens. During the past five years, West Hills Community College District exceeded the California Community College system participation rates in three of its service area cities. In some cases, WHCCD significantly exceeded California participation rates.

The WHCCD Westside Institute of Technology (WIT) has played a critical role in delivering technical and vocational training for the Coalinga, Firebaugh, Mendota, San Joaquin, and Tranquility adult populations. WHCCD will continue to provide course offerings, outreach, and recruitment activities designed to enhance participation rates in areas that fall below the California Community College statewide average.

**Adult Participation Rates**

<table>
<thead>
<tr>
<th>City</th>
<th>2005-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemoore</td>
<td>12.78%</td>
</tr>
<tr>
<td>Coalinga</td>
<td>11.69%</td>
</tr>
<tr>
<td>Firebaugh</td>
<td>8.75%</td>
</tr>
<tr>
<td>CCC Statewide</td>
<td>8.00%</td>
</tr>
<tr>
<td>Laton</td>
<td>7.72%</td>
</tr>
<tr>
<td>WHCC District</td>
<td>7.36%</td>
</tr>
<tr>
<td>Stratford</td>
<td>6.17%</td>
</tr>
<tr>
<td>Armona</td>
<td>6.14%</td>
</tr>
<tr>
<td>Riverdale</td>
<td>5.33%</td>
</tr>
<tr>
<td>Hanford</td>
<td>5.29%</td>
</tr>
<tr>
<td>Cantua Creek</td>
<td>4.89%</td>
</tr>
<tr>
<td>Kettleman City</td>
<td>4.59%</td>
</tr>
<tr>
<td>Avenal</td>
<td>4.28%</td>
</tr>
<tr>
<td>Mendota</td>
<td>4.01%</td>
</tr>
<tr>
<td>Huron</td>
<td>3.95%</td>
</tr>
<tr>
<td>Tranquility</td>
<td>3.18%</td>
</tr>
<tr>
<td>San Joaquin</td>
<td>3.18%</td>
</tr>
</tbody>
</table>

**Feeder High School Graduates Participation Rates**

The goal of West Hills Community College District is to be first in the minds of students as they consider their college options. West Hills Community College District is deeply committed to improving college-going rates for its communities. We strive to meet or exceed the California Community College statewide percentage (27%) of high school graduates attending community colleges. The district exceed that percentage in feeder high schools that are in close proximity to its colleges and center. WHCCD’s goal is to exceed that percentage for all feeder high schools.

The district recognizes its role within the community and its responsibility to each student. Each fall semester the district enrolls approximately 550 high school graduates from its feeder high schools. Additionally, approximately 1,000 students are concurrently enrolled in high school and at WHCCD.

Due to state budget cuts, the district has implemented a planned reduction of sections. To ensure high school graduates have a fair chance at enrolling in courses the district will extend priority registration for high school seniors who complete all of the following requirements: admissions application; financial aid application or AB540 eligibility; new student orientation; placement test and education plan. These requirements will provide students with the right tools and information and will increase their chances of being a successful college student.
Average Distance Education Course Retention & Success Rates 2005-2010

West Hills Community College District
California Community College
WHCCD Distance Education will increase access to educational programs and services that focus on student success and strengthening the economic, social, and cultural life of its diverse community.

Distance education has served an important role in providing access to the rural communities served by the district, as well as helping meet the needs of students with jobs, families, military service, and other obligations. During the 2009-2010 academic year, approximately 20% of the district's full-time equivalent students enrolled in distance education courses online, a much higher rate than the state's community college average of 9%.

The following graph demonstrates the percent of WHCCD students by city who have enrolled in online courses. Students from the cities of Helm, Tranquility, Kettleman City, San Joaquin, and Laton have the highest participation rate in online courses. This serves as evidence that WHCCD’s distance education program is providing access to students from rural communities that are not in close proximity to our colleges or center. This also emphasizes student’s ability to own or access technology for online course participation.

WHCCD recognizes that distance education plays a critical role to increasing access throughout rural communities and is committed to maintaining student services and technology resources to support students’ educational goals.

### Distance Education Retention and Success

Online courses throughout the nation have lower retention and success rates than traditional face-to-face courses. Some of the factors that affect online retention and success rates include the feelings of isolation, communication difficulties, student readiness (or preparation) for online teaching/learning modalities, course design, program support and guidance, as well as difficulty with the technology. During the past five years, the district has been working to improve services provided to online students. A Distance Education Strategic Plan 2009-2012 has been developed with the goal of improving online retention and success rates.

Success = percent of students who earn a grade of A, B, C, CR, or P in the class. Course grades of NC, NP, D, F, I or W are considered to be unsuccessful.

Retention = the percent of students who remain in the course from census date until the end of the term.

Source: WHCCD Data Warehouse; California Community College Chancellor’s Office Data Mart
WHCCD will increase and coordinate Workforce and Economic Development activities that are designed to meet the needs of employers and improve student success in Career Technical Education programs.

**Vocational Courses Enrollment**

WHCCD provides an array of Career Technical Education programs in the areas of Business, Psychiatric Technician, Administration of Justice, Child Development, Computer Information Systems, Nursing, Agriculture, and Culinary. During the past five years, duplicated enrollment in these programs has grown by 59%. The 2009-2010 decline in enrollment was due to planned reductions of sections due to state budget cuts.

**Duplicated Enrollment in WHCCD Vocational Courses**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>6,287</td>
</tr>
<tr>
<td>2006-07</td>
<td>8,269</td>
</tr>
<tr>
<td>2007-08</td>
<td>9,148</td>
</tr>
<tr>
<td>2008-09</td>
<td>10,292</td>
</tr>
<tr>
<td>2009-10</td>
<td>9,989</td>
</tr>
</tbody>
</table>

**Vocational Courses Retention and Success**

WHCCD aims at maintaining success rates for Career Technical Education above the peer group average provided by the Accountability Reporting for the Community Colleges (ARCC). During the last two academic years, success and retention rates increased by 2% and 5%, respectively, placing WHCCD near the ARCC vocational peer group average success rate of 74%. The Office of Educational Services and Workforce Development, in conjunction with the offices of instruction from each college, will continue to review vocational programs and identify strategies to increase success and retention rates in Career Technical Education courses.

**WHCCD Vocational Courses Retention & Success Rates**

- **Retention**
- **Success**

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>81%</td>
<td>65%</td>
</tr>
<tr>
<td>2007-08</td>
<td>81%</td>
<td>65%</td>
</tr>
<tr>
<td>2008-09</td>
<td>83%</td>
<td>67%</td>
</tr>
<tr>
<td>2009-10</td>
<td>85%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Success = percent of students who earn a grade of A, B, C, CR, or P in the class. Course grades of NC, NR, D, F, I or W are considered to be unsuccessful. Retention = the percent of students who remain in the course from census date until the end of the term.

Source: WHCCD Data Warehouse

Goal #5 continued on next page
During the past five years, WHCCD has conferred 1,314 technical education degrees and certificates. The Office of Educational Services and Workforce Development will continue to monitor trends of local and state industry to ensure WHCCD technical education programs meet local and state demands. Focus will be placed on certification rates, job placement, and employer feedback to assess how well program completers are prepared to enter the workforce.

Vocational Courses
Degrees and Certificates

WHCCD Vocational Degrees & Certificates

Source: WHCCD Data Warehouse
ACKNOWLEDGEMENTS

Susie Aceron (Briones) Advising Specialist, WHCL
Ruben Amanivasca Career Center Tech, Hanford West High School
Linda Amaya-Guernon Vice President, WHC Faculty Association
Lindsey Whitendale HR Administrative Assistant, Leprino Food Company West
Emilio Angualano Counselor, Firebaugh High School
Pedro Avila Vice Chancellor of Institutional Effectiveness & Enrollment Management, WHCCD
David Babb SLO Coordinator, WHCL
Priscilla Balcazar Representative, WHCCD CSEA Leadership
Lupe Banales Advising Specialist, WHCL
Sandy Beach President, Board of Directors, Coalinga Regional Medical Center
Dave Bolt Vice President of Educational Services, WHCL
Tim Bowers Assistant, Superintendent, Kings Community School
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