



**WEST HILLS COLLEGE**  
**LEMOORE**

# ***EDUCATION MASTER PLAN***

## **2023 - 2032**



# President's Message and Executive Summary



The Educational Master Plan (EMP) serves a unique and important role in the planning and development process of a college. The past few years we have navigated our way through challenging times as a college and our core plans provided some stability and focus during the COVID-storm. Our mission has consistently reminded us of the purpose, aims, and values of our college. Our strategic plan has provided us with the “how” and has given us tactical direction and goals. Our vision of the “relentless pursuit of student success” remains at the forefront and has been lived out and executed in new and innovative ways as we provided hope for our community and displayed flexibility in the support for and education of our students.

West Hills College Lemoore has successfully navigated our first decade (2003-2013) through the establishment of accreditation, a growing college site, and strong transfer programs. West Hills College Lemoore has successfully navigated the second decade (2013-2023) through development of Career and Technical Education (CTE) programs, initiation of holistic student support through case management model, and developing a culture that emphasizes innovation and recognizes the diverse and unique needs of our community. The Educational Master Plan provides us with the “what” as we look to the next decade: **What programs** need to be developed to meet future community, local, and regional need, **what audience/market** needs to be taken into consideration as we create or expand programs, and **what modality/format** works best for these programs.

I am grateful to our college community and the local community we serve for their input into the EMP the past six months and through extensive analysis of labor market data, activities to identify strengths, weaknesses, opportunities, and threats (SWOT), launching of community surveys, and engaging in thoughtful dialogue and collaboration we have created an EMP that focuses on three core areas: Serving and Supporting our Community, Growing Enrollment, and Effective and Engaging Pathways. This EMP will provide details of the process we went through and most importantly the future focus areas that we have identified which are connected back to a SWOT analysis and key internal and external data points.

Our college has been recognized by the Aspen Institute, Achieving the Dream, and by local organizations as an institutional and community leader and we are committed to staying focused on our mission, vision, strategic plan, and EMP as we enter the next decade of our journey with equity and community as a priority and the relentless pursuit of student success at our core.

# Mission, Vision, and Goals



## Mission

West Hills College Lemoore is dedicated to student learning and achievement by providing quality programs, pathways, and services that lead to certificates, associate degrees, transfer, and employment. Our college serves a diverse community who seek a cost-effective, relevant, and engaging educational experience. We are committed to ensuring accessibility for all students and aim to cultivate an inclusive, equitable, and collegial climate.

## Vision

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

## Strategic Plan Goals

- 01** Increase the number of course sections, certificates, and degrees identified as Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) with Open Educational Resources across all disciplines.
- 02** Implement innovative, high-touch, and flexible teaching practices and student support services that are responsive to and focused on the collective needs of our stakeholders.
- 03** Streamline policies, practices, and procedures to strengthen the Guided Pathways components with an emphasis on the "Get Strong" component for our diverse student population.



# *Purpose of the Education Master Plan*

The Education Master Plan (EMP) for West Hills College Lemoore has been built to identify the target student populations for the college in the coming decade as well as the educational and support programs that will help our students meet their goals. In doing this, the plan represents a compass rather than a roadmap, pointing the college toward broad, future directions, while providing the flexibility to respond to the challenges and opportunities that lie ahead.

This plan is supported by other plans and elements within the college's integrated planning structure, most notably its 2021-2026 Strategic Plan. The Strategic Plan complements this EMP by establishing the goals, strategies, and equity-minded practices that the college will use to enhance student success and pursue its mission.

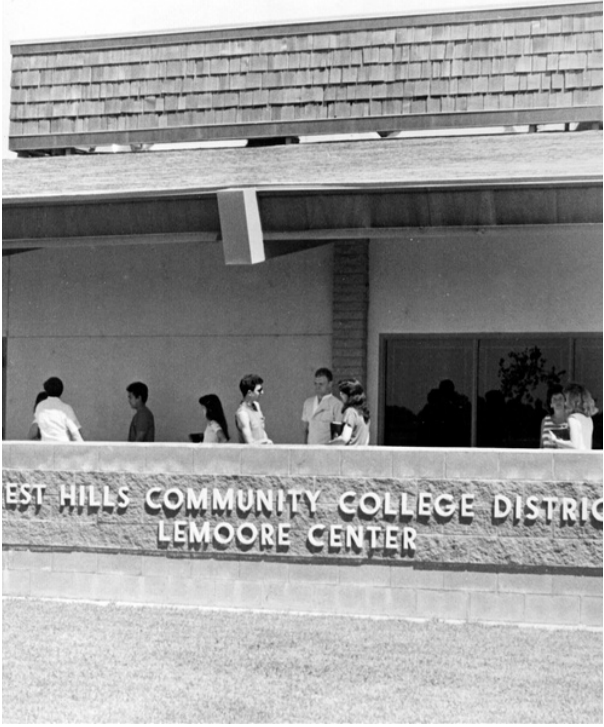
Future facility plans and needs for the college will be set in the next iteration of the College's Facilities Master Plan and will be driven explicitly by the programs, services, and student populations targeted in this Education Master Plan.



# College History

West Hills College Lemoore is part of the West Hills Community College District. The district began serving students in the Lemoore and Avenal communities in 1962. While classes were offered as early as 1964 in Lemoore, a classroom and office were built in 1981 on land purchased from the city and named the Kings County Center. In the early 1990s, the California Postsecondary Education Commission designated West Hills College as the community college provider to the Hanford and Armona areas. In 1998, approximately 107 acres of land was donated by the Pedersen-Semas families for the building of a full-fledged campus in Lemoore. WHCL earned college status from the Board of Governors in 2001 and opened in 2002. The college earned accredited status in 2006 and became the 109th community college in California.

In 2008, Measure E was passed in Lemoore, providing \$31 million in funding for several planned new buildings. The state-of-the-art Golden Eagle Arena opened in 2011 and a 23,000 square foot Student Union opened in 2017. The college serves a number of communities in Kings and Fresno County including Avenal, Lemoore, Hanford, Riverdale, and Stratford.





## *The Planning Process*

The Education Master Planning process kicked off in May 2022 with a meeting of the EMP Taskforce. Taskforce membership was comprised of college administrators and appointees from the Academic Senate, CSEA, and Associated Student Government to ensure broad representation by campus constituencies. The purpose of the plan was identified along with data needs, and the taskforce established a timeline for proposed planning activities, plan development, and stakeholder review and approval.

The content of this plan was driven by two intensive planning sessions. The first was the EMP Taskforce Planning Day in June 2022 where the taskforce reviewed current trends in higher education alongside internal and external scans and labor market data. The taskforce conducted SWOT analyses and synthesized plans for the future based on these data connections. At the conclusion of this planning session, the taskforce members were prepared to serve as facilitators for the broader, college-wide planning retreat in the fall.

On September 16, 2022, Eagle Vision Planning: Education Master Plan Edition brought students, faculty, administrators, and community members together to further analyze internal, external, and labor market data. From this analysis and discussion, small groups created and then shared individual SWOT analyses and lists of the top ten programs and initiatives to drive the future of the college. Additional points of discussion involved reviewing the college's mission, brand identity, and name. At the taskforce debrief from the college-wide session, it was determined that additional community input and voice should be gathered via a survey to reinforce these areas. There were 46 responses from a wide range of community members and leaders, including regional K-12's, county government, local employers, business leaders, current and former students, and parents of prospective students.

Following Eagle Vision Planning and the subsequent EMP taskforce debriefing, the plans and artifacts from these sessions were handed off to WHCCD's Institutional Research (IR) team for synthesis and development into the draft Education Master Plan. The IR team approached this process from an interpretive qualitative framework to organize and synthesize the themes and broader meanings that surfaced through the planning process. This analysis consisted of inductive coding of the artifacts produced by the planning process, combined with periodic member checks and review of draft documents by the college EMP Taskforce and executive team.

Ultimately, this draft was handed off to the college for final revisions, review, and approval through the college's participatory governance structure and was approved by the Planning and Governance Council on November 23rd, 2022 and the WHCCD Board of Trustees on December 13th, 2022.



# SWOT ANALYSIS

## S

### *Strengths*

- Positive institutional culture that is innovative and ready to try new things to meet student needs through flexibility and rapid adaptability
- High Flex classrooms, facilities, and technology enable the college to offer programs and services through multiple modalities including hybrid offerings
- WHC Lemoore has initiated efforts to increase visibility and partnerships within the community
- College efforts to support the community are growing with work to meet local needs such as food insecurity and increasing educational attainment
- Established high school outreach and partnerships with local K-12 feeder schools

## W

### *Weaknesses*

- Career Technical Education (CTE) program offerings and opportunities are limited
- While strong in pockets, WHC Lemoore lacks uniform implementation of high-quality partnerships with industry partners, particularly to build and expand CTE pathways into the workforce
- Gaps in outreach and support for some potential student populations, especially for the adult population
- Limited visibility, awareness, and marketing to articulate and emphasize the college's unique identity
- As a small institution, funding and resources for campus and extra-curricular activities can be limited

## O

### *Opportunities*

- With existing CTE programs in Allied Health, Industry and Manufacturing, and Business and Technology, WHC Lemoore is poised to expand its program offerings to meet emerging workforce needs
- Public and private funding streams present opportunities to create and grow programs in new and emerging areas such as formerly incarcerated/justice-involved students through Rising Scholars 2.0, Veterans Upward Bound, H.O.P.E. Initiative, etc.
- Public and community partners are ready and willing to engage with and support the college
- The mass move to online and virtual services and classes required by the COVID-19 pandemic accelerated innovation and implementation in these areas, providing a springboard for future opportunities and advancements in distance education and virtual student services

## T

### *Threats*

- There is a high saturation of regional community colleges and centers with similar, expanded programs, especially within CTE
- Emergence and expansion of non-traditional modes of training and education such as corporate education, and self-paced offerings at private colleges and universities
- External, fully online colleges and programs are increasing options and flexibility
- Four-year institutions are working to maintain and increase their enrollment and may recruit more students directly from high school, reducing appeal of community college to recent high school graduates
- Perceptions of the value of education are changing, especially as the job market is strong
- Within the service area, limited access to broadband and familiarity with technology present a barrier to accessing WHC Lemoore courses and resources

# Education Master Plan: Directions for the Decade



West Hills College Lemoore has developed from its institutional infancy (2003-2013) and through the formative years (2013-2023) and now sits ready to launch into a mature college in the next decade. The full development, efficacy, and maturity of the college during this next decade requires continued growth in three areas and each area has two main focus points.

**Serving and Supporting our Community:** We are a community college by name and by design should serve and support our community which will require (1) Building a College Identity and Voice (2) Community Connections

**Growing Enrollment:** Higher education has taken a huge hit during the times of the pandemic and the college can build back through innovation, flexibility, serving the needs of our diverse student population and targeting enrollment growth for (1) Non-Traditional Student Populations (2) Traditional Student Populations

**Effective and Engaging Pathways:** Our current and future students deserve a guarantee that their time invested at our college will lead to completing their goals of a transfer degree or a career technical program that leads to employment. An effective and engaging pathway for completion requires both (1) Programs and Courses and (2) Student Support, Student Life, and Student Engagement



# Serving and Supporting our Community: Building College Identity and Voice

West Hills College Lemoore celebrates 20 years as a campus and 17 years as an accredited college in 2023. The college is part of the West Hills Community College District which has strong brand recognition and our sister college, West Hills College Coalinga, has almost 90 years of providing quality education to the San Joaquin Valley. The colleges recently started to market as separate colleges in an effort to create their own unique identities as each college serves a different county, different communities, and different student populations. During the EMP process and during the past few years multiple dialogues have taken place regarding the college identity and exploring the rebranding and renaming of the college to reflect the community we serve. Currently students, employees, community partners, and industry know who we are and our emerging identity, however, multiple groups use different names to identify our college and there is consistent confusion with our location and how we are different than our sister college. The college is well known within the community, but our college name and brand should be unique and representational of our community.

## SWOT CONNECTIONS

**Weaknesses:**



- Limited visibility, awareness, and marketing to articulate and emphasize the college’s unique identity

**Opportunities:**

- Public and community partners are ready and willing to engage with and support the college





### DATA CONNECTIONS

*COVID-19 interruptions resulted in rapid enrollment declines for WHC Lemoore*

 <p><b>2018-19</b> <b>7,087</b> Students Enrolled</p>	 <p><b>2021-22</b> <b>6,083</b> Students Enrolled</p>
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(IES, p. 17)



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 <p><b>14%</b></p>	 <p><b>14% decrease</b> from high of 2018-19</p>	 <p><b>23%</b></p>	 <p><b>A four year decrease</b> overall enrollments by 24%</p>
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(IES, p. 30)

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*Community Survey Theme: Openness and encouragement to broaden the reach of college communications in the community*

 <p><b>Communication to students and their families as part of recruitment and onboarding</b></p>	 <p><b>Communication to the community to bring the community to the college, reinforce welcomeness and inclusiveness of the community in events and activities</b></p>
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# BUILDING COLLEGE IDENTITY AND VOICE

## *Building Visibility and Brand of the College in the Service Area is a Priority*

- Explore college brand and name through surveys, focus groups, and conversations with students, community, employees, and alumni
- Increase highly visible marketing and signage throughout the community and service area
- Community collaboration through the sharing of resources and facilities as mutually beneficial
- Continue to take ownership of college communications, identity, and branding
- Revisit opportunities to involve and engage students in advertising and documenting campus events
- Take opportunities to tell the story of what makes West Hills College Lemoore unique – support services, campus resources, and cost-saving measures such as Open Educational Resources/ZTC Programs
- Develop alumni group to tell our story and grow our brand





# Serving and Supporting Our Community: Community Connections

West Hills College Lemoore is dedicated to putting the “community” back into community college. Our data and SWOT created a clear picture of the need to help local industry with identifying and helping provide training and education for workforce needs in our community. Additionally, our portion of the Central Valley faces a slew of community needs and it is the role of the college to work with the community to identify these needs and work together through a collective impact framework to collaborate on solutions for these needs.

## SWOT CONNECTIONS

### Strengths:

- WHC Lemoore has initiated efforts to increase visibility and partnerships within the community
- College efforts to support the community are growing with work to meet local needs such as food insecurity and increasing educational attainment

### Weaknesses:

- While strong in pockets, WHC Lemoore lacks uniform implementation of high-quality partnerships with industry partners, particularly to build and expand CTE pathways into the workforce

### Opportunities:

- Public and community partners are ready and willing to engage with and support the college
- Public and private funding streams present opportunities to create and grow programs in new and emerging areas such as formerly incarcerated/justice-involved students through Rising Scholars 2.0, Veterans Upward Bound, H.O.P.E. Initiative, etc.

## DATA CONNECTIONS

*Community Survey Theme: Supporting and Engaging with the Community*



*Comments noted the overall positive directions the college has been headed*



*The college's presence in the community is increasing but more is requested*



*College needs to expand on relationships with employers and implement partnerships to extend the student journey into the workforce*

# COMMUNITY CONNECTIONS

## *Engage with Community Employers and Build Industry Partnerships to Support Student Opportunities and a Skilled Local Workforce*

- Leverage industry and community partnerships to connect students to training and employment
- Build and expand CTE programs to meet the needs of local employers (see Programs and Courses section)
- Grow and establish relationships with businesses of all sizes
- Pursue partnerships to expand student opportunities for internships and apprenticeships
- Create a coordinated infrastructure with the college and district to deploy workforce development
- Develop Employment Training Panel (ETP) contracts with employers
- Expand the MakeOvate Lab to include and engage the community. The college's maker space provides tools and support for student entrepreneurs to help transform their vision into future small businesses



## *Building and Growing Programs that Support Critical Community Needs*

- Expand the H.O.P.E. Initiative to build community partnerships and reach underserved populations
- Help to address food insecurity through community food distribution and the Eagle Pantry
- Increase educational opportunities for English language learning
- Grow Nursing and Allied Health programs
- Support K-12 education in the community by expanding teacher preparation and paraprofessional training
- Establish an Adult Education Center to include GED Prep Lab, testing center, HiSet (high school equivalency), and other adult education programming
- Reimagine the Child Development Center to support working and student parents while providing hands-on learning and education pathways for Early Childhood Education students





# Growing Enrollment: Non-Traditional Students

Collectively, non-traditional students represent a segment of the population that is underserved by West Hills College Lemoore. However, this group is not monolithic in terms of background and educational needs, so programs, instructional modalities, and supports must be tailored to support specific populations, which include:

- Non-Traditional Adult Students – returning to college or enrolling for the first time
- Incumbent workers
- Veterans, active-duty military, and other military connected students
- Justice-involved students/Rising Scholars 2.0
- English language learners

Appealing to the value and return on investment (both time and money) is especially important to non-traditional students, where education may present a significant opportunity cost.

## SWOT CONNECTIONS

### Weaknesses:

- Gaps in outreach and support for some potential student populations, especially for the adult population

### Opportunities:

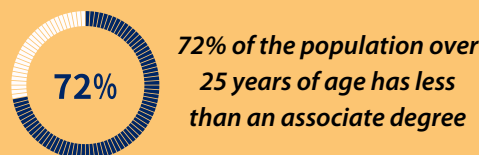
- Public and private funding streams present opportunities to create and grow programs in new and emerging areas such as formerly incarcerated/justice-involved students through Rising Scholars 2.0, Veterans Upward Bound, H.O.P.E. Initiative, etc.

### Threats:

- Within the service area, limited access to broadband and familiarity with technology present a barrier to accessing WHC Lemoore courses and resources
- Emergence and expansion of non-traditional modes of training and education such as corporate education, and self-paced offerings at private colleges and universities

## DATA CONNECTIONS

Across WHC Lemoore's service area, educational attainment rates are low:



(IES, p. 8)

### Service Area Language Barriers



9% to 20% of the population within service area speak Spanish and no English or English not well

(IES, p. 8)

### Significant Population of Older Adult Students



# NON-TRADITIONAL STUDENTS

*Provide multiple program types and multiple points of entry to the college experience to serve our diverse population*

- Credit and non-credit offerings
  - Utilize non-credit and not-for-credit education offerings as potential on-ramps to bring students into credit program
- Emphasize pathways that coordinate and effectively blend not-for-credit training, non-credit courses, credit courses, and community education
- Programs and courses for English Language Learners
- Career Technical Education, including CTE courses and programs for English Language Learners
- Degree completion opportunities for non-traditional transfer students

*Provide Flexibility*

- Accelerate progress through credit for prior learning
- Increase mix of short-term trainings and longer programs (contract education, non-credit, credit)
- Accommodate students' busy lives through pathways tailored to part-time enrollment
- Offer courses and programs through a variety of modalities - learning needs of the non-traditional, adult population vary, with some preferring the flexibility offered by distance education, while others may be more comfortable in traditional classes on campus

*Reaching Beyond the Campus*

- Continue to grow the West Hills College Lemoore H.O.P.E. Initiative to lead outreach into the community and to non-traditional student populations
- Maintain focus on high-quality distance education classes and training
- Explore opportunities for off-site/off-campus instruction:
  - Satellite locations to meet and educate students where they are within our communities
  - Adult education venues (partnerships with K-12 Adult Education programs)
  - Course offerings on-site with industry partners
  - Degree completion partnerships with 4-year university partners (online and face to face)



# Growing Enrollment: Traditional Students

West Hills College Lemoore has leaned on strong high school partnerships, transfer degrees, and traditional students (18-24) to establish a core curriculum and support during its first 20 years as a college. As the college matures, and as local high school enrollments plateau, the college recognizes a need to diversify the approach to growing enrollment with traditional students to include personal connection, flexibility, and clear guidance on purposeful pathways. Through the EMP process, surveys, and conversations with high school partners the approach to connecting with and recruiting traditional students in post-pandemic times requires intentionality, relationship-building, early connection through summer program and/or dual enrollment, clear pathways to and through college programs to the next step in their academic and career journey, and clear communication on how the college can support both the academic and non-academic needs of our incoming students in a flexible and meaningful manner.

The student populations discussed in this section include:

## **Traditional college students**

- Students entering college directly from high school or shortly after, typically between the ages of about 18 to 24

## **High school dual enrollment**

- High school students enrolled in college classes at their school and during regular high school hours, typically as part of a designated program pathway

## **High school concurrent enrollment**

- High school students enrolled independently in courses outside of regularly high school class hours

## SWOT CONNECTIONS

### **Strengths:**

- Established high school outreach and partnerships with local K-12 feeder

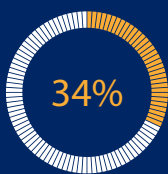
### **Weaknesses:**

- As a small institution, funding and resources for campus and extra-curricular activities can be limited

### **Threats:**

- Perceptions of the value of education are changing, especially as the job market is strong

## DATA CONNECTIONS



*34% of student population identifies as male, a persistent gap of underrepresentation over the past five years.*

(IES, p. 18)

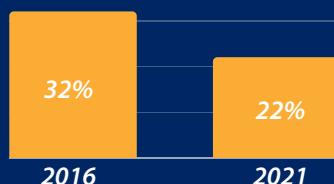
*Only a modest increase is expected in high school graduates at WHC Lemoore feeder schools in the next several years.*



*Approx. 2,000 High School Graduates anticipated in the class of 2025.*

(IES, p. 13)

*Across the service area the Pandemic impacted college-going rates for high school graduates; direct enrollment to West Hills following high school:*



(IES, p. 14)

*Community Survey Themes: Supporting and Educating the Community*



*Responses indicated the college should ensure students graduate from high school with an understanding of and preparation for higher education.*



# TRADITIONAL STUDENTS

## High School Outreach

- Continue WHC Lemoore’s focus on high school outreach to maximize enrollment of recent high school graduates, particularly as little growth is expected in this population in the coming years
- Engage the families of students in high school outreach efforts
- Focus on reaching out to male students, where lower rates of enrollment and persistence point to possible enculturated values to prioritize employment over education
- Seek out opportunities to grow intercollegiate athletics and use athletic programs to draw talent and enrollment from throughout the service area and beyond
- Grow equity-minded outreach and collaboration with high schools, such as high school UMOJA
- Build First Year Experience pathways, focusing both on underrepresented student populations and specific majors

## High School Dual and Concurrent Enrollment

- Expand and refine dual enrollment programs and pathways for area high schools
- Extend reach of dual and concurrent-enrollment offerings through engagement with homeschooled students and charter schools
- Tailor specialized counseling and education planning for former dual and concurrent enrollment students graduating high school and entering community college with significant college credits
- Build on collaborative partnerships to better communicate dual/concurrent opportunities to students and parents and help high schools build their infrastructure and professional development for dual/concurrent enrollment to ensure equitable access to early college credit



# Effective and Engaging Pathways: Programs and Courses

A vibrant and healthy community college should balance transfer-based academic programs with short-term, stackable Career Technical Education (CTE) programs that lead directly to employment. Through the EMP process a clear direction emerged for the college to grow and expand rigorous transfer-degree programs and to grow and expand Technical Education (CTE) programs with a heavy reliance on labor market data and input from local and regional industry partners in an effort to effectively meet the unique workforce needs of our county and region.

## SWOT CONNECTIONS

### Strengths:

- Positive institutional culture that is innovative and ready to try new things to meet student needs through flexibility and rapid adaptability
- High Flex classrooms, facilities, and technology enable the college to offer programs and services through multiple modalities including hybrid offerings

### Weaknesses:

- Career Technical Education (CTE) program offerings and opportunities are limited

### Opportunities:

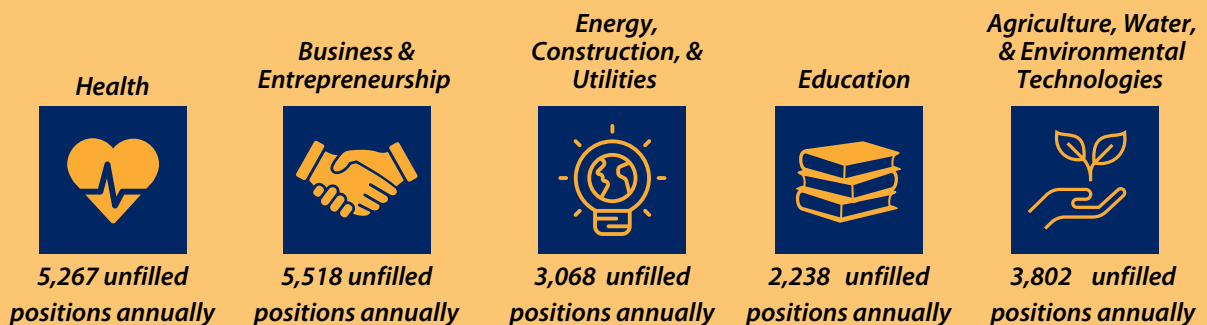
- The mass move to online and virtual services and classes required by the COVID-19 pandemic accelerated innovation and implementation in these areas, providing a springboard for future opportunities and advancements in distance education and virtual student services

### Threats:

- Within the service area, limited access to broadband and familiarity with technology present a barrier to accessing WHC Lemoore courses and resources




## DATA CONNECTIONS

*Labor market sectors in the region with the highest unmet annual demand:*



(LMI, p. 4)

*Top 3 Program Awards in 2020-21:*

-  **CSU GE Breadth Certificate of Achievement : 320 Awards**
-  **Liberal Arts -Social Science AA: 154 Awards**
-  **Health Science -General AS:127 Awards**

(IES, p. 57)

# PROGRAMS AND COURSES

## *Continue to grow and expand Transfer programs and opportunities*

- Identify new and revised Transfer Model Curriculum (TMC) and continue to align and articulate with CSU, UC, and Private university partners to provide strong and flexible transfer degrees
- Explore and implement course acceleration, varied semester lengths, and intentional pathways for transfer degrees for traditional and non-traditional students
- Utilize First-Year Experience model with learning communities within some transfer degrees to provide cohort-based approach for students

## *Develop new programs to support new and growing sectors, certifications for new job requirements*

- Nursing and Allied Health
  - Expand existing nursing program - this is a strong program and applicants and demand far exceed current capacity
  - Additional programs in allied health can serve as an alternative pathway for nursing applicants who aren't admitted into the nursing program at WHC Lemoore or other institutions
  - Leverage WHC Lemoore's existing nursing program to branch out into additional, high-demand fields within allied health. Potential programs include:
    - Community Health Worker
    - Next-Level Custodial
    - Health Informatics and Health Data
    - Medical Translation
    - Medical Transporter
    - Expansion of Certified Nurse Assistant (CNA) program
    - Home Health Aid
  - Pursue opportunity for Community College Baccalaureate Degree– Health Information Technology and other potential options within Allied Health
- Business and Technology Cluster, with opportunities such as:
  - Computer Science/Data Science
  - Project Management
  - Logistics and Supply Chain
  - Business Marketing and New Media
  - Business Communications
  - Computer Forensics



- Industry and Manufacturing Cluster, with opportunities such as:
  - Advanced Manufacturing
  - Energy, Solar, and Utilities
  - Ag, Water, and Environment
- Early Childhood Education, with opportunities such as:
  - Fast track pathways
  - Potential non-credit offerings
  - Bilingual college classes offered in a combination of English and Spanish
  - Blending with TK-3rd
- Education – Opportunities to expand beyond lower division teacher preparation, with areas such as:
  - Paraprofessional Training
  - Increased online options
  - Special Education

## *Non-credit courses and programs*

- Explore opportunities to develop new non-credit curriculum or convert existing curriculum to non-credit. This opens the possibility for additional flexibility in scheduling and self-paced programs, while also eliminating student enrollment fees.

## *Teaching students where they are and where they want to be*

- Meet the wide array of student needs and expectations for the modality of available classes, continue to explore all possibilities and refine existing modalities:
  - Face to face
  - Hybrid
  - Face to face
  - Online
  - Potential blends of the above through high flex classrooms
- Focus on multiple instructional modalities comes with the need for the college to ensure that students have the necessary access and support to fully prosper
  - Ensure that students and the college can use distance education to its full potential by prioritizing technology access, support, and training including broadband access and availability of devices
  - Focus on students' transportation needs to ensure access to campus for face-to-face and hybrid classes as well as in-person student services and support





# Effective and Engaging Pathways: Student Support, Student Life, and Student Engagement

The COVID 19 Pandemic and the shift to remote and online learning challenged the traditional model of educational delivery and in our return to campus the question in the forefront of the mind of the community was “how can the physical campus location and college add value to the college and educational experience?” A viable community college must provide a space for the community and serve as a hub to support students, retain students, and help students complete their educational pathways and goals. This reimagining of the rural community college space that provides access and support for the community at-large must include the campus as:

- a safe space for students
- a place to work
- a place for athletics
- a place for wellness and basic needs
- a place where students gather to make a difference

## SWOT CONNECTIONS

**Strengths:**

- College efforts to support the community are growing with work to meet local needs such as food insecurity and increasing educational attainment

**Weaknesses:**

- As a small institution, funding and resources for campus and extra-curricular activities can be limited

**Opportunities:**

- Public and private funding streams present opportunities to create and grow programs in new and emerging areas such as formerly incarcerated/justice-involved students through Rising Scholars 2.0, Veterans Upward Bound, H.O.P.E. Initiative, etc.

**Threats:**

- Four-year institutions are working to maintain and increase their enrollment and may recruit more students directly from high school, reducing appeal of community college to recent high school graduates

### DATA CONNECTIONS

*From 2017-18 to 2021-22*

26%

online enrollment has grown by 26%

89%

hybrid enrollment has grown by 89%

(IES, p. 30)

**Needs of incoming student population:**

*As an overall indicator of poverty and vulnerability, the rate of Free and Reduced-Price Meal (FRPM) qualification stands at approximately 70% across WHC Lemoore feeder schools. (IES, p.16)*

*Among the feeder high schools in WHC Lemoore’s Service Area, the rate of enrollment for students with disabilities was 10.5% in 2020-21. (IES, p. 15)*

**Financial aid awards point to high financial need among students :**

**41% Pell | 66% California College Promise Grant (IES, p. 22)**

# STUDENT SUPPORT, STUDENT LIFE, AND STUDENT ENGAGEMENT

## *Make Space for Synergies and Cross-Training*

- Pursue Wellness Village concept to house physical and mental health services alongside student support (categorical programs, etc.) and basic needs.
- Package student services, academic support, and basic needs services for non-traditional students, including working adults, online, and part-time students
- Grow athletic programs with intentional focus on community partnerships

## *Student Life and Fostering Student Engagement Both On and Off Campus*

- Expand work study program beyond financial aid
- Pursue partnership opportunities with high schools and the broader community to build bridges into higher education:
  - Student Leadership Bridge from high school to Associated Student Government (ASG)
  - Get Strong Academy
  - Jump Start
  - First Year Experience (UMOJA, Puente, etc.)
  - Native American student population (Tachi Yokut-Santa Rosa Rancheria)
  - Students with Disabilities (Growth of ALPS and Summer Bridge)



## *Support for Traditional, Transfer-Seeking Students*


- Continue to build support services and engagement opportunities to attract and retain this population
- Focus expansion on high demand transfer subjects such as Education and STEM , including discipline-focused support where possible such as TEAM Teach and STEM Collaborative/MESA
- Explore housing solutions for students coming from outside the region, whether these are college-owned or through partnerships
- Expand case management and cohort management for holistic support at scale
- Refine implementation of Guided Pathways/Strong Framework

## *Student and Faculty Training and Learning Support: Providing Tools for Success*

- Work to support students with the skills they need to thrive in the 21st century classroom, both physically and virtually
  - Focus on information and media literacy, either through development of a specific course or through integration into existing courses
  - Support basic computer skills, particularly for non-traditional and returning students
  - Ensure all students have a foundational understanding of the technology and platforms (such as Canvas) needed to navigate to be successful in their classes
- Continue to invest in professional development to support a modern, innovative classroom experience
  - Support faculty to maximize teaching quality and effectiveness across modalities, subjects, and student populations (e.g., teaching hybrid classes, teaching STEM courses online)
  - Maintain support for faculty adoption of Open Educational Resources and the expansion of Zero Textbook Cost programs of study



# Plan Implementation



The Educational Master Plan (EMP) represents a broad focus for the future rather than specific activities and will be reviewed and monitored regularly through WHC Lemoore’s participatory governance and integrated planning structures. Through the Planning and Governance Council, the college will set timelines for review and evaluation and will develop the tactical and operational goals and outcomes needed to implement the broad plans included in the EMP



# APPENDIX A: PLANNING PARTICIPANTS

## **Taskforce Members:**

- Elmer Aguilar, Administration/Management/Confidential
- Debbie Lou Angeles, Classified
- Guadalupe Capozzi, Faculty
- Kris Costa, Administration/Management/Confidential
- Kyle Crider, WHCCD Institutional Research
- Leslie Flaming, WHCCD Institutional Research
- Maria Gonzalez, Administration/Management/Confidential
- Val Garcia, Administration/Management/Confidential
- Andrea Picchi, Administration/Management/Confidential
- James Preston, Administration/Management/Confidential
- Zara Sims, Administration/Management/Confidential
- Kurt Sterling, Administration/Management/Confidential
- Dawne Troth, Administration/Management/Confidential
- Aaron Villarreal, Student
- Christopher Whiteside, Administration/Management/Confidential
- Laura Magana, Community Partner
- Tracy Paulo, Administration/Management/Confidential
- Andrea Picchi, Administration/Management/Confidential
- Gary Potter, Administration/Management/Confidential
- James Preston, Administration/Management/Confidential
- Andrea Romero, Student
- Jim Rooney, Faculty
- Kathleen Schoenecker, Administration/Management/Confidential
- Kim Sheffield, Faculty
- Jacqui Shehorn, Faculty
- Giselle Simon, Faculty
- Josh Simon, Student
- Zara Sims, Administration/Management/Confidential
- Rebecca Harp-Sligh, Community Partner
- Kelsey Smith, Faculty
- Kurt Sterling, Administration/Management/Confidential
- Johanna Thompson, Faculty
- Amber Tidwell, Faculty
- Dawne Troth, Administration/Management/Confidential
- Aaron Villarreal, Student
- Oscar Villarreal, Administration/Management/Confidential
- Robert Waggle, Faculty
- Lisa Walsh, Community Partner
- Christopher Whiteside, Administration/Management/Confidential
- Jan Young, Classified

## **Eagle Vision Planning Participants:**

- Elmer Aguilar, Administration/Management/Confidential
- Debbie Lou Angeles, Classified
- Amy Baker, Administration/Management/Confidential
- Angela Barginear, Classified
- Todd Barlow, Community Partner
- Fidela Becerra, Classified
- Jameson Birrell, Faculty
- Keith Brock, Classified
- David Brooks, Faculty
- Randi Camp, Classified
- Guadalupe Capozzi, Faculty
- Kris Costa, Administration/Management/Confidential
- Kyle Crider, Administration/Management/Confidential
- Typhanie Daniel, Classified
- Joshua Escobedo, Student
- Yadhira Espinoza, Student
- Leslie Flaming, Classified
- Allen Fortune, Faculty
- Val Garcia, Administration/Management/Confidential
- Maria Gonzalez, Administration/Management/Confidential
- Jen Twist-Green, Faculty
- Isabella Gutierrez, Administration/Management/Confidential
- Rosanna Hartline, Faculty
- Nestor Lomeli, Administration/Management/Confidential
- LaQuia Louisa, Faculty

## ***APPENDIX B: EXTERNAL & INTERNAL SCANS AND LABOR MARKET DATA***

These data scans were prepared for the WHC Lemoore Education Master Plan and are referenced throughout this document in the "Data Connections" sections.

Internal and External Scan (IES): <https://www.westhillscollge.com/district/departments/institutional-effectiveness/documents/emp-data-whc-lemoore-2022-06-22.pdf>

Labor Market Data (LMI): <https://www.westhillscollge.com/district/departments/institutional-effectiveness/documents/lmi-kings-fresno-tulare-co-whc-lemoore.pdf>



2023-2032

# Education Master Plan



**WEST HILLS COLLEGE**  
**LEMOORE**



Address

555 College Ave., Lemoore, CA 93210



Telephone

(559) 925-3000



Website

[lemoorecollege.edu](http://lemoorecollege.edu)