

Recommendation #4 Update

INSTITUTIONAL EFFECTIVENESS UPDATE WHC COALINGA FLEX DAY APRIL 6, 2018

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COMMUNITY COLLEGE DISTRICT

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Institutional Effectiveness Standards & Stretch Goals (Institution-Set Standards)

How do we know that we are fulfilling our mission?

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How do we know that we are fulfilling our mission?

West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring all learners by providing dynamic and high quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason and develop compassion through learning, connection, and service.

Institutional Effectiveness Standards (Institution-Set Standards)

- Course Success Rate
- Degrees Awarded
- Certificates Awarded
- Transfers to Four-Year Institutions
- Licensure Pass Rate (CTE Programs)
- Job Placement Rate (CTE Programs)

- “Metrics both monitor and challenge institutional performance.”*
 - Monitor – setting a minimum level of acceptable achievement
 - Challenge – setting longer-term stretch goals

Institution-Set Standards are minimum levels of acceptable achievement and are used to monitor institutional performance.

Stretch Goals challenge institutional performance by serving as aspirational, long-term goals.

*ACCJC. Guide to Evaluating and Improving Institutions, p. 14

Stretch Goal



“The institution annually reviews data to assess performance against institution-set standards.”



Institution-Set Standard

“If the institution does not meet its own standards, it establishes and implements plans for improvement which enable it to reach these standards.”

WHC Coalinga Standards & Stretch Goals

Course Success Rate (% of census-enrolled students earning a grade of A, B, C, or Pas)

Minimum Acceptable Achievement (ISS): 63%

Stretch Goal: 75%

Degrees Awarded

Minimum Acceptable Achievement (ISS): 240 students per year

Stretch Goal: 300 students per year

Certificates Awarded

Minimum Acceptable Achievement (ISS): 175 students per year

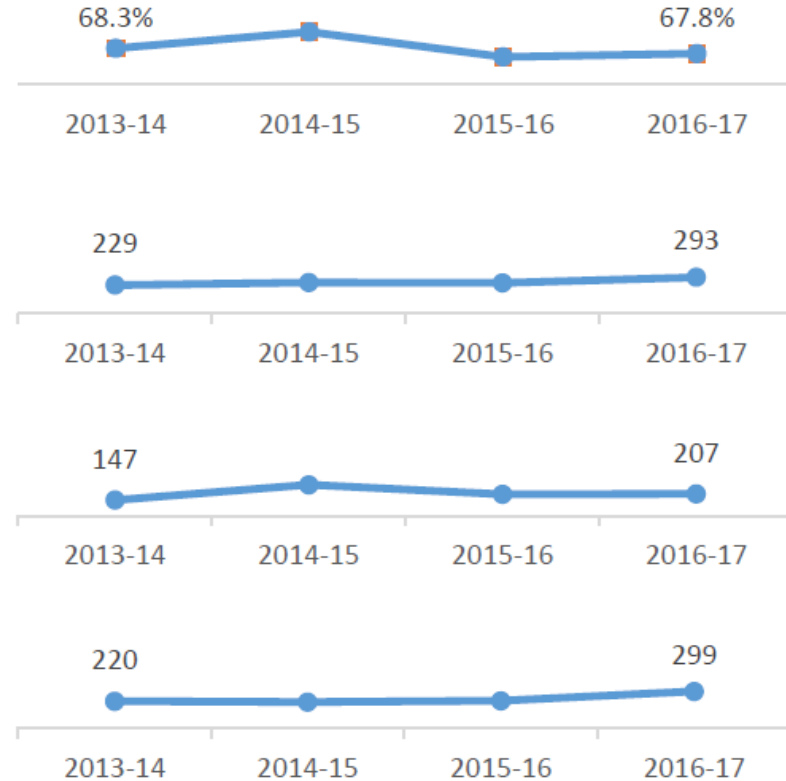
Stretch Goal: 220 students per year

Transfers to Four-Year Institutions

Minimum Acceptable Achievement (ISS): 195 transfers per year

Stretch Goal: 300 transfers per year

Achievement Trends:



ISS on the Web

www.westhillscollege.com

⇒ Coalinga

⇒ About WHC Coalinga

⇒ Institution-Set Standards



Institution-Set Standards

West Hills College Coalinga has determined the following standards by which to assess the institution. Institution set standards are levels identified by WHCC to be acceptable.

	Institution-Set Standard (Minimum Acceptable Performance)	Stretch Goal	Actual Rate (2016- 17)
Course Success Rate	63%	75%	67.8%
Degrees Awarded	240 students per year	300 students per year	293 students
Certificates Awarded	175 students per year	220 students per year	207 students

<http://www.westhillscollege.com/coalinga/about/institution-set-standards.php>

Dashboards

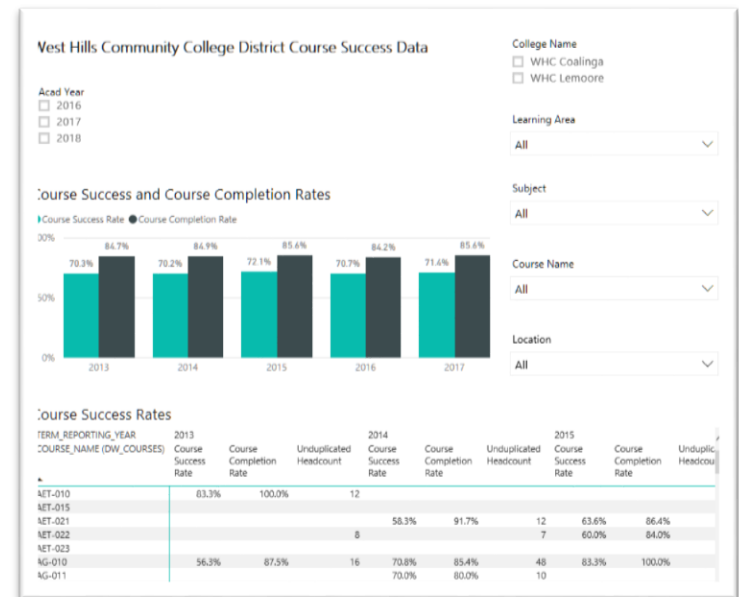
- Program Review Dashboard:
 - Program Success and Completion are compared to Institution-Set Standards
 - <http://www.westhillscollege.com/district/departments/institutional-effectiveness/program-review-data.php>

But wait, there's more...

- Course-Level Success and Completion Data
 - **Testing and gathering feedback**
 - Drill down from Institution -> Learning Area -> Subject -> Course

- Course Success & Completion
- Enrollment Management Data

- <https://goo.gl/35Munw>

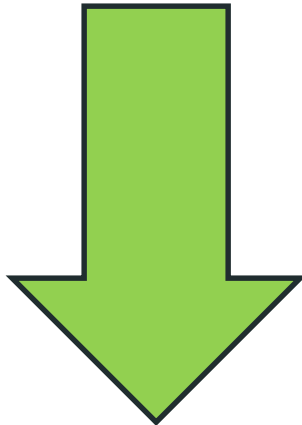


Enrollment Management Definitions

- **FTES – Full-Time Equivalent Students**
 - 1 FTES = 1 student enrolled in 30 lecture units over the course of a year
- **FTEF – Full-Time Equivalent Faculty**
 - 1 FTEF = 1 FT Instructor's Regular Workload for 1 semester
- **Productivity – FTES/FTEF**
 - Represents how many **full-time equivalent students** are being taught by a **full-time equivalent instructor**
 - Can also be expressed as WSCH/FTEF (WSCH=Weekly Student Contact Hours)

Strategic Enrollment Management

Full-Time Equivalent Students
(FTES) - Enrollment

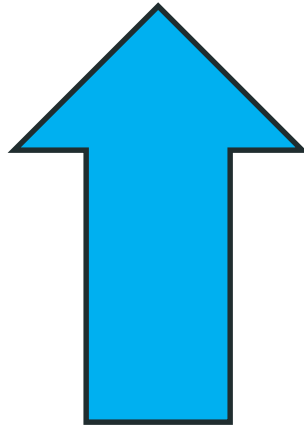


Top Down – Focus on Outputs:

Our District's typically model has been to set an FTES Target, and develop the schedule to meet that target.

- Focus on FTES helps to ensure that funding targets are met, but
- Can lead to inefficiencies, overspending, and misalignment to instructional priorities

Strategic Enrollment Management



Full-Time Equivalent
Faculty (FTEF)

Bottom Up – Focus on Inputs:

Set FTEF target, and build a schedule that uses all FTEF that are available.

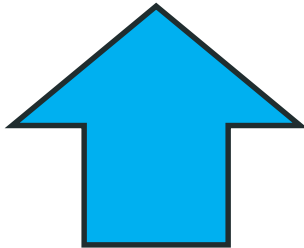
- Focus on utilizing all available fiscal and human resources, but
- May lead to a schedule that is too large or too small to serve students

Strategic Enrollment Management

Full-Time Equivalent Students
(FTES) - Enrollment



Efficiency



Full-Time Equivalent
Faculty (FTEF)

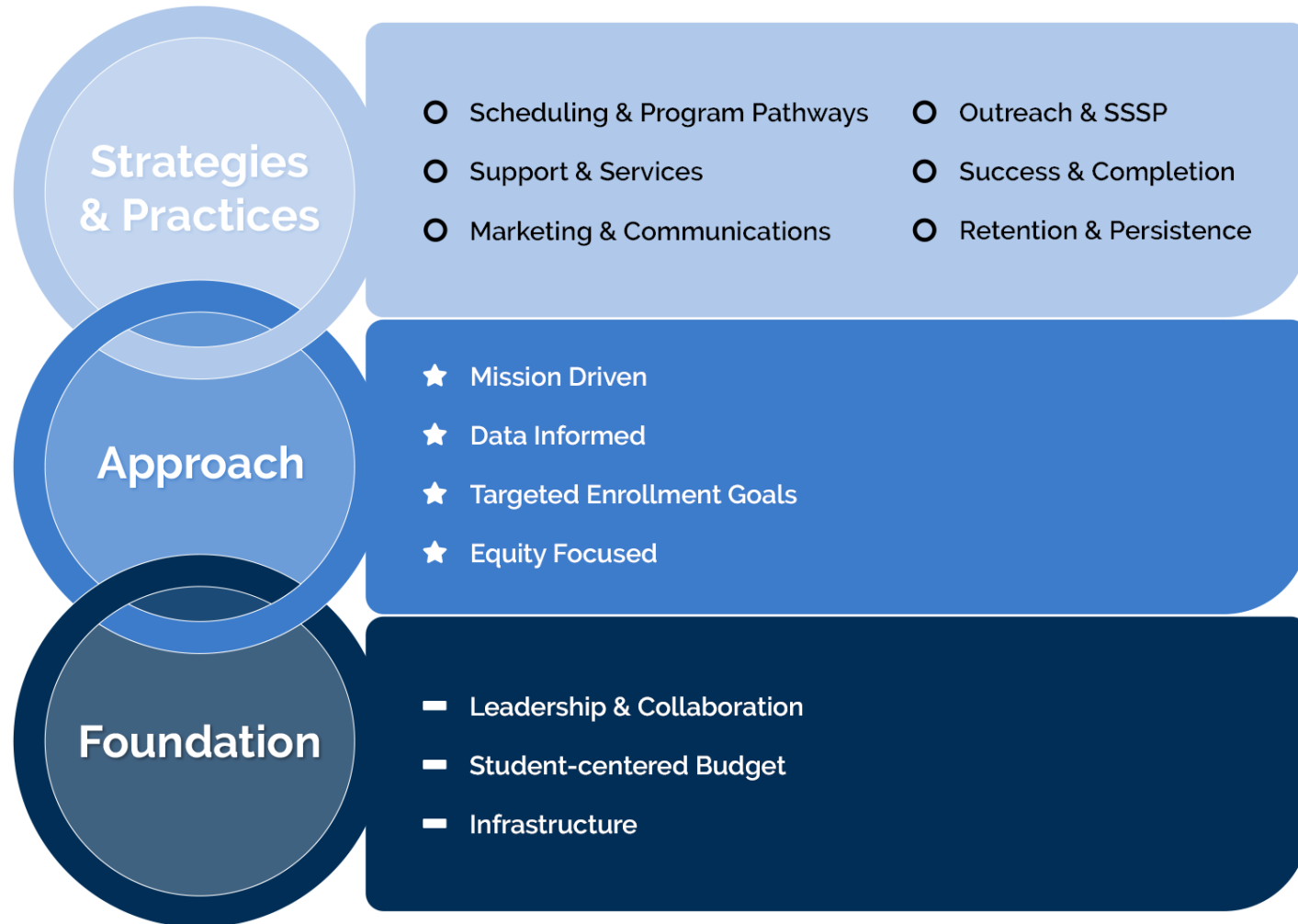
Combined Approach – Focus on Efficiency

With targets for *inputs* and *outputs*, an efficiency target can be derived.

- Use resources fully and efficiently towards fulfilling the institutional mission
- Ensure that fiscal goals are met

- Easier said than done...

Strategic Enrollment Management

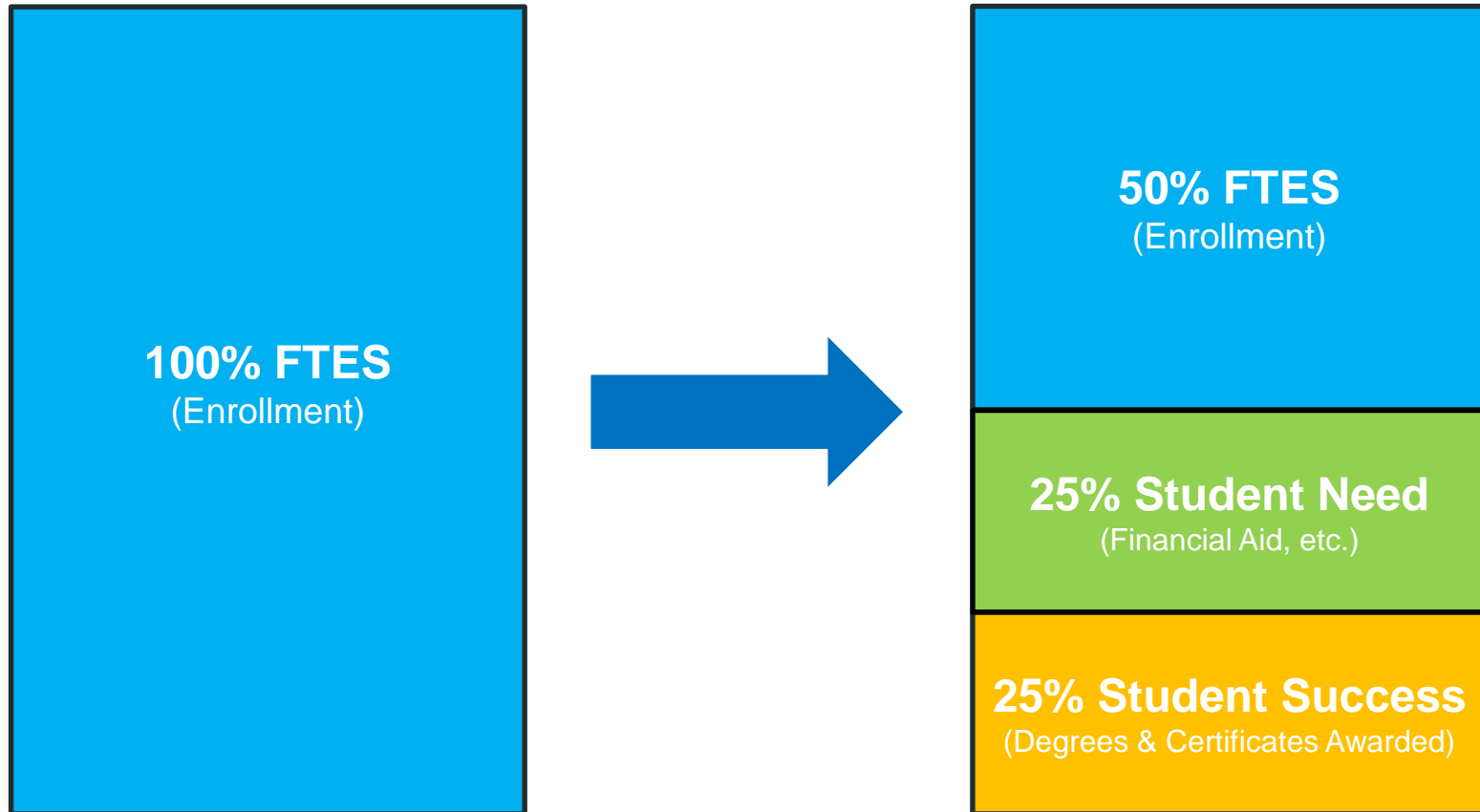


Source: Professional Learning Network Applied Solution Kit for SEM
<https://prolearningnetwork.cccco.edu/ask/topic/sem>

Proposed Funding Formula

- Currently, general fund allocations are based on Full-Time Equivalent Students (FTES)
- California's proposed 2018-19 budget includes a new Performance-Based Funding Formula

Initial Proposed Change to Funding Formula



- Exact details of the funding formula, including implementation timeline are still being developing, but regardless of those details...

Our fiscal viability will depend on the success and achievement of our students.



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