



## WEST HILLS COLLEGE COALINGA OVERVIEW OF INSTITUTION-SET STANDARDS

### INTRODUCTION

This document is intended to provide context and background data for the assessment and development of West Hills College Coalinga's Institution-Set Standards for the 2017-18 year. At a minimum, the college should establish standards in the following areas that are reported annually to the ACCJC:

- Course Success
- Degrees Awarded
- Certificates Awarded
- Transfers
- Licensure Exam Pass Rates
- Job Placement Rates

Per ACCJC evaluation criteria, Institution-Set Standards should both monitor and challenge institutional performance. This is most often achieved using Institution-Set Standards that act as the minimum acceptable level of performance in conjunction with long-term stretch goals. These standards and goals should be used as a basis for monitoring institutional performance and student achievement, and to inform institutional and program-level planning and assessment.

The institution should assess its performance against these standards annually, and if it does not meet its own standards, it establishes and implements plans for improvement.

Institution-Set Standards were the subject of Recommendation 4 made by the March 2017 accreditation visiting team to WHC Coalinga:

#### **College Recommendation 4 (Compliance)**

In order to meet the Standards, the team recommends that the College publish institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and has a sustained and collegial dialogue about this information. (I.B.3, II.A.1)

Institutional performance against these standards is reported annually to the ACCJC in spring of each year. Additionally, these standards should be developed and reviewed with an eye towards alignment with other requirement success measures, including the California Community Colleges Chancellor's Office Institutional Effectiveness Goals, and College and District-level Strategic Plan performance indicators.

The current standards noted in this document were reported to ACCJC in late March 2017 and are available on the WHC Coalinga website at <http://www.whccd.edu/coalinga/about/Institutional-Set-Standards.asp>.



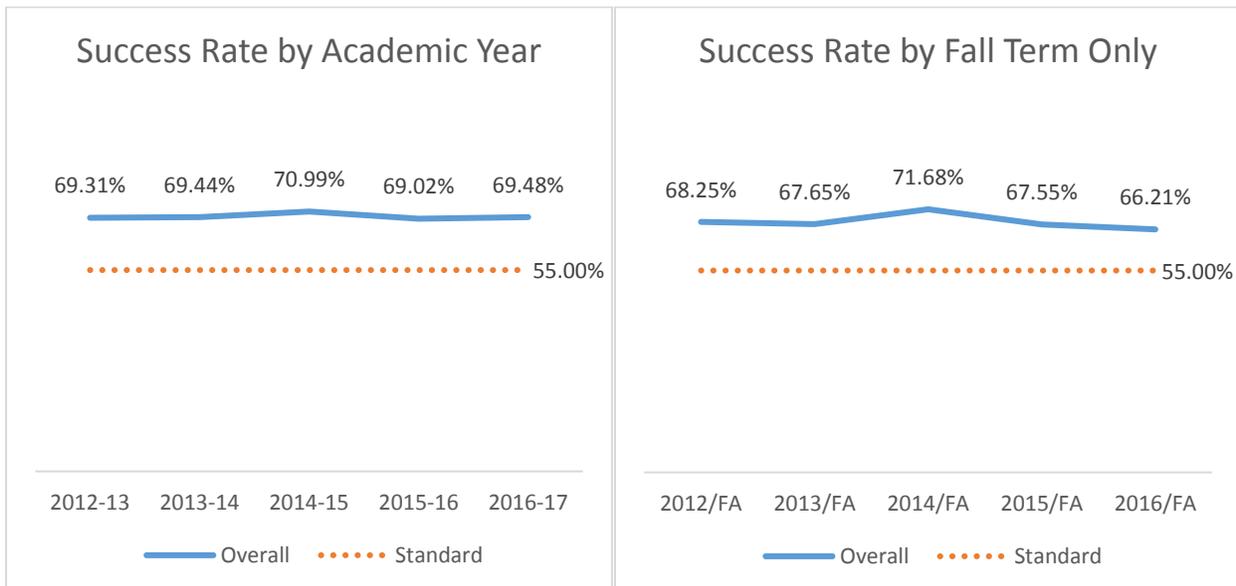
## Recommended next steps:

- Review existing Institution-Set Standards
- Assess institutional and program performance against the existing (2016-17) standards
- Revise existing standards as necessary
- Develop stretch goals for each standard
  - Where possible, plan for alignment to Chancellor’s Office Institutional Effectiveness Goals Framework
    - Course Success
    - Degrees/Certificates awarded
- Foster sustained and collegial dialogue
  - Review ISS Survey Results (presented below) for areas of strong/weak engagement
  - Review of standards, performance, and goals by college constituencies and governance committees
  - Integrate assessment against Institution-Set Standards into program review

## COURSE SUCCESS

Current 2017 Institution-Set Standard
Successful Course Completion Rate
<b>55%</b>

Six-year success rate trend by academic year and fall term only for All WHC Coalinga campuses.





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	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Academic Year</b>	69.31%	69.44%	70.99%	69.02%	69.48%
<b>Fall Only</b>	68.25%	67.65%	71.68%	67.55%	66.21%
<b>Difference</b>	1.06%	1.79%	-0.69%	1.47%	3.27%

Academic year provides a more consistent look at success rate. It may be beneficial to set standards according to academic year rates instead of Fall Only rates.

### *Success Rates by Campus and Location*

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Overall WHC Coalinga</b>	69.3%	69.4%	71.0%	69.0%	69.5%
<b>Overall of Only Primary Locations</b>	68.7%	68.3%	69.8%	67.5%	67.8%
<b>Coalinga Campus</b>	71.6%	74.7%	75.9%	73.6%	72.6%
<b>Coalinga Online</b>	64.6%	59.9%	60.8%	60.9%	63.7%
<b>NDC</b>	66.0%	65.8%	66.2%	65.1%	66.6%
<b>Difference between Overall WHC Coalinga and Overall Primary Campuses</b>	0.6%	1.1%	1.2%	1.5%	1.7%

Considerations: Based on these differences across locations, what do we base our success standard on?

### *Success rates by year groupings.*

#### Average Success Rates

- Last five years: **69.6%**
- Last four years: **69.7%**
- Last three years: **69.8%**
- Two year increments:
  - 2015-16 & 2016-17 average: **69.3%**
  - 2013-14 & 2014-15 average: **70.2%**
- Two year increments
  - 2012-13 & 2013-14 average: **69.4%**
  - 2014-15 & 2015-16 average: **70.0 %**

### *Considerations*

- Based on the variance of success rates across locations, years, and terms, how should we set our standard?  
All of these aggregate rates suggest that our current standard of 55% is too low.



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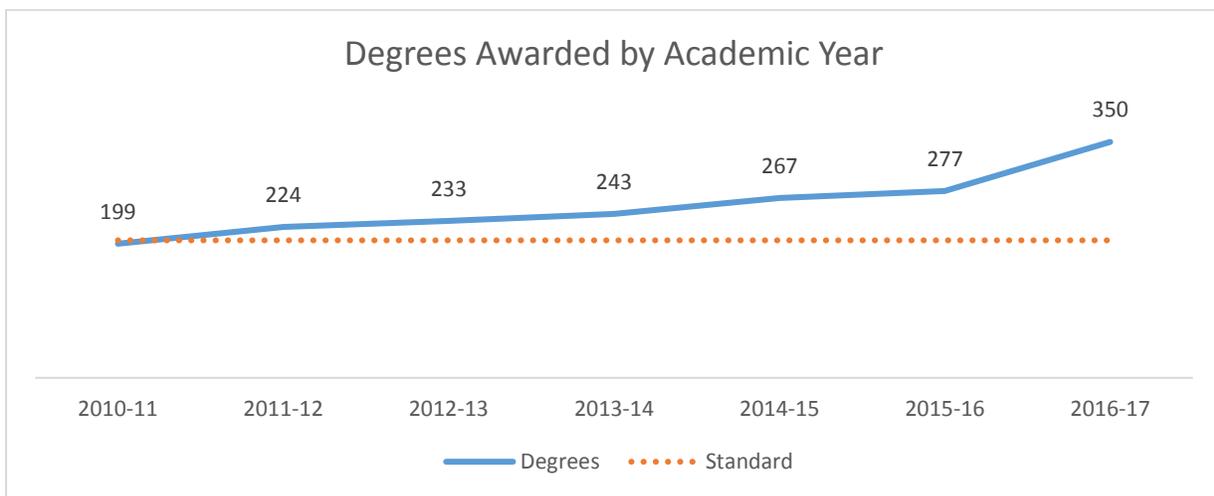
## PROGRAM AWARDS

### Current 2017 Institution-Set Standards

Number of Degrees Awarded	Number of Certificates Awarded
<b>204</b>	<b>139</b>

## DEGREES

Number of degrees awarded in each academic year.

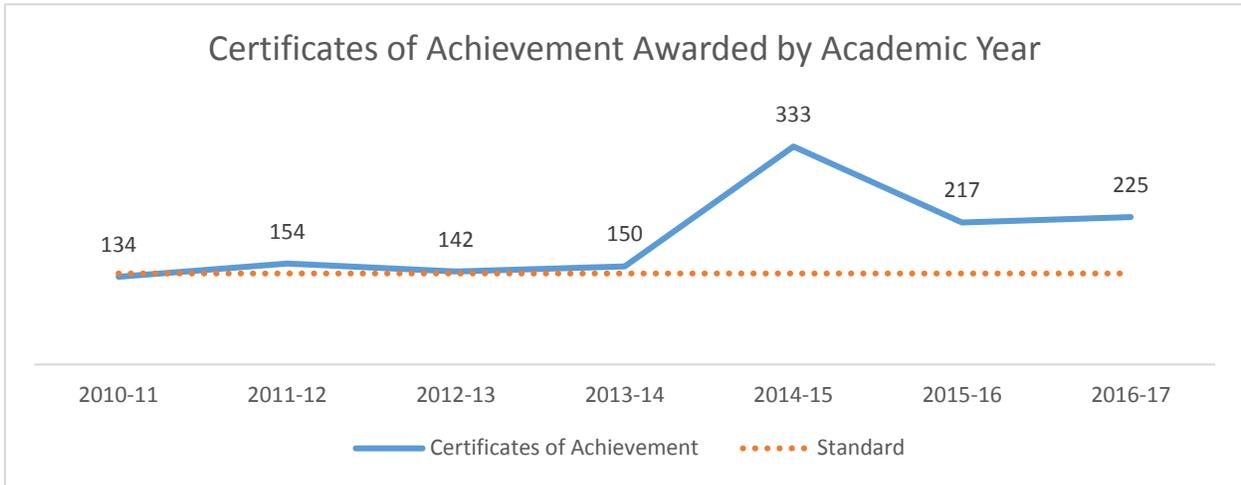


	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Associate of Arts</b>	153	159	161	174	177	193	246
<b>Associate of Science</b>	46	65	71	67	86	51	57
<b>Associate in Science for Transfer</b>	-	-	1	2	4	23	30
<b>Associate in Arts for Transfer</b>	-	-	-	-	-	10	17
<b>Total</b>	199	224	233	243	267	277	350



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## CERTIFICATES OF ACHIEVEMENT



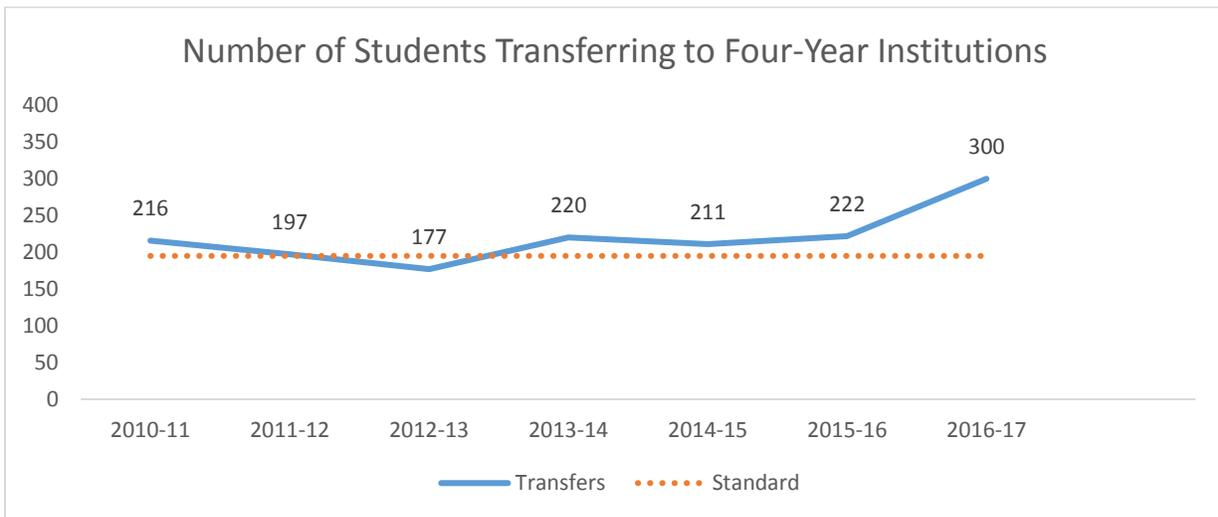
## TRANSFERS

### Current 2017 Institution-Set Standards

#### Transfers to 4-Year Institutions

**195**

*Academic year that WHC Coalinga students transferred to four-year institution.*



Notes: Transfer information from National Student Clearinghouse StudentTracker as of October 2017. Designation of students as primarily WHC Coalinga is based on the college where the student earned the most units throughout their academic history at WHCCD. Detailed graphs are available through WHCCD Reports <http://www.westhillscollge.com/district/Institutional-Effectiveness/institutional-data.asp>.



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## JOB PLACEMENT RATES

The ACCJC Annual Report requires reporting on job placement and standards for job placement for programs with 10 or more annual completers.

CTE programs with consistently more than ten completers at WHC Coalinga are Child Development, Psychiatric Technician, Business Administration, and Administration of Justice. Sources of job placement rates include CTE Launchboard and Perkins MIS. Both the CTE Launchboard and Perkins have gaps in more recent years due to lags in collection. Both also rely on California’s Employment Development Department’s Unemployment Insurance data to determine employment.

### CTE LAUNCHBOARD JOB PLACEMENT

	2010-11		2011-12		2012-13		2013-14		2014-15	
<b>Child Development AA</b>	*		82%	11	*		69%	13	*	
<b>Child Development Certificate</b>	*		69%	16	50%	14	60%	15	88%	16
<b>Psychiatric Technician AS</b>	90%	20	84%	25	73%	26	92%	24	88%	52
<b>Psychiatric Technician Certificate</b>	81%	85	83%	77	85%	65	87%	83	89%	114
<b>Business Administration</b>	*		*		*		*		*	
<b>Administration of Justice</b>	*		*		*		*		*	

\*Data not available, or too few data points, on Launchboard for that year

Notes: Based on records submitted to the California Community Colleges Chancellor’s Office Management Information System. Employment data specifically comes from California’s Employment Development Department’s Unemployment Insurance data. Therefore, this data excludes employment in the military or federal government, self-employment, out-of-state employment, unemployment, and not in the workforce after completion of an award.

Cohort determined as completers from that year that did not re-enroll in another term or transfer to another institution. Cohort excludes any K-12 students and must have valid social security number. Employment determined by unemployment insurance wage filing and determined at the 4th quarter following exit.

Retrieved from <https://www.calpassplus.org/Launchboard/SnapShotReports.aspx>



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## PERKINS CTE JOB PLACEMENT (PERKINS CORE INDICATOR 4- EMPLOYMENT)

	2010-11		2011-12		2012-13		2013-14		2014-15	
<b>Child Development</b>	81.40%	35	70%	28	60.78%	31	62.79%	27	78.57%	110
<b>Psychiatric Technician</b>	87.13%	88	69.47%	66	76.39%	55	85.11%	80	93.10%	108
<b>Business Administration</b>	50%	1	66.67%	4	54.44%	6	63.64%	7	66.67%	6
<b>Administration of Justice</b>	82.35%	17	75.86%	29	60%	25	78.95%	19	90.91%	10

Notes. Based on if a student was enrolled in a CTE course (can include skills builders). Employment data specifically comes from California's Employment Development Department's Unemployment Insurance data. Cohort excludes any K-12 students and students must have valid social security number. Employment determined by earnings in any quarter in the year following the cohort year in the Unemployment Insurance base wage file.

Retrieved from

[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Core\\_PerformanceTrendReport\\_College.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Core_PerformanceTrendReport_College.aspx)

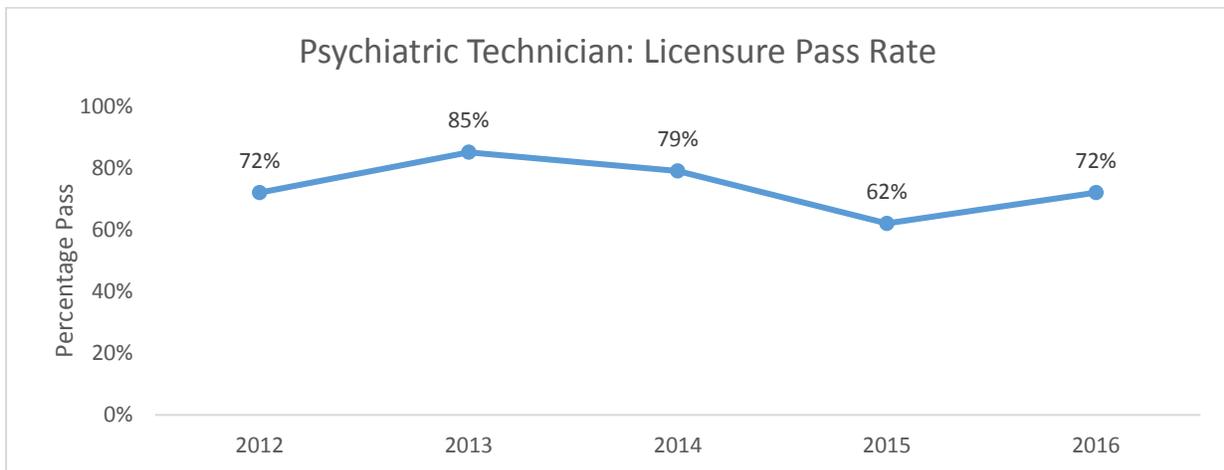
## LICENSURE PASS RATES

The ACCJC annual report requires the reporting of the institution-set standard and actual pass rates for programs with 10 or more annual completers.

### Current 2017 Institution-Set Standards

#### Licensure Pass Rate

**Psychiatric Technician: 80%**



	2012	2013	2014	2015	2016
<b>Count of Pass</b>	65	84	118	71	47

Retrieved from [http://www.bvnpt.ca.gov/pdf/pt\\_pass\\_rates.pdf](http://www.bvnpt.ca.gov/pdf/pt_pass_rates.pdf), last updated 7/19/2017



## INSTITUTION-SET STANDARDS SURVEY RESULTS

### EXECUTIVE SUMMARY

During the fall of 2017 a survey was fielded to college employees in order to assess the degree in which college constituencies have been engaged in sustained and collegial dialogue about institution-set standards for student achievement. Respondents were asked whether they knew where to locate data on institution-set standards, and whether they had reviewed course and program-level data against standards set at the institution level.

Overall, most employees at WHC Coalinga are familiar and engaging in the discussion around institution-set standards with varying levels of involvement. There remains considerable room for improvement, including college employees taking interest in college and district wide success indicators and, specifically, promoting understanding of institutional priorities and actions designed to achieve and exceed institution-set standards. Currently, 43.4% WHC Coalinga faculty and staff have reviewed overall course success rate for college, 16.49% felt that this did not apply to them. The college may want to take into consideration methods of increasing understanding within part-time faculty and classified/confidential staff of the general mission of community colleges and encourage this discussion in any contexts that provide professional development.

### INTRODUCTION

The ISS survey was created in-office, using Survey Monkey, to meet the specific needs of WHCCD's colleges. Future run dates are planned to collect longitudinal data. This is the first run of the survey and is intended to form the baseline for future analyses.

From 9/25/2017 to 10/8/2017, 258 responses were collected from WHCCD campuses from 439 total email invitations sent out. 111 responses to the ISS survey were collected from Coalinga email lists, (147 were from Lemoore email lists).

The anonymous survey recorded the location from the email list the respondent was on and also included a self-report item of campus primarily employed at. The campus primarily employed responses fairly cleanly lined with email list: 4 respondents (1 Classified/Confidential, 1 Part-Time Faculty, 2 Full-Time Faculty) on the Lemoore email list marked Coalinga as location primarily employed. The following analyses assumes that self-reported location is slightly more accurate than the email lists and used those self-reported responses to filter respondents the Coalinga data.

### KEY FINDINGS

#### DISCUSSION OF INSTITUTION-SET STANDARDS

In order to assess whether analysis and discussion of ISS have been taking place in valid settings, respondents were asked to indicate the contexts that they had discussed or analyzed WHC Coalinga's ISS within the past 12 months. 111 respondents answered this question.

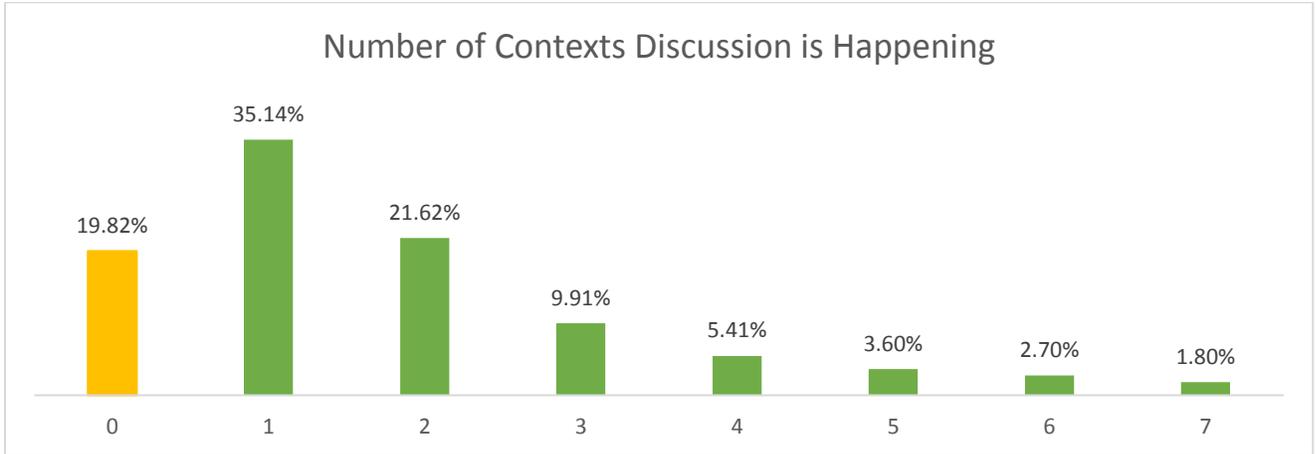
- 80.18% (n=89) of Coalinga respondents indicated at least one context that they had discussed ISS in the past 12 months (85 actual mentions or 76.58% when four "none" responses removed from "Other, specify"). 45.05% indicated 2 or more contexts. 19.82% (n=22) did not indicate a context/left unanswered.



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- The single most common context was Professional Development/Flex Day (69.88%, n=58). Other common contexts were Program Review (36.14%, n=30), Performance Evaluation (32.53%, n=27), and Learning Area Meeting (31.33%, n=26).
- Other responses (n=13 excluding none's) were primarily from Full-Time Faculty (n=8) and included specific committee names, meetings, and self-study.

Percentage of respondents indicating how many contexts ISS has been discussed in the past 12 months.



Where ISS has been discussed in past 12 months: percentage of contexts for those who indicate one or more contexts.



Notes. Other contexts (specified under other shared governance committee) included SLO Committee, Senate, Curriculum Committee, BASE, EVP Introduction and President Forum meeting, President’s Cabinet/President’s College Cabinet, Email, Unknown Training/Meeting, personal study, and “none”.

## FAMILIARITY WITH PLANNING DOCUMENTS AND PROCESSES



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As a whole, most of the campus employees are familiar with the college strategic plan (75%, 75/100), district strategic plan (65.66%, 65/99), and Institution-Set Standards for Student Achievement (57.58%, 57/99). Administrator/Managers are more familiar with these areas, (84.85% familiar across this set of three questions, n=10/12). The lowest level of familiarity comes from Classified Confidential employees' familiarity with WHC Coalinga's Institution-Set Standards for Student Achievement (45.83% familiar, n=11).

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## CTE

Of those who responded that they teach CTE courses (8 Full-Time, 3 Part-Time), most are aware of the metrics relevant to them (Degrees awarded from program and college). However, only 36.36% of CTE instructors had reviewed job placement rates from their program in the last 12 months. 30% of these respondents had reviewed licensure pass rates in the last 12 months (50% had not, 20% marked does not apply). It is necessary to note that may be due to accessibility and validity of data that is currently available.

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## LOCATING AND UNDERSTANDING DATA

Overall, most employees indicated that they can locate strategic plan info on the website and understand the ISS (70%). As a whole, respondents were most confident they could locate the District Strategic Plan on the website (75%, n = 75) and least confident that they understand ISS (63%, n = 63). Classified employees indicated less confidence (57% yes) on the set of questions with 48% answering yes that they understand ISS and 48% answering no.

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## REVIEWING RELEVANT DATA

The data were broken down differently based on which questions were most relevant to most, and questions that apply to specific employee roles.

- The overall percentage of yes responses to the set of questions regarding the review of success indicators (excluding the CTE questions as they were discussed above and do not necessarily apply to all employees) was 26.54% and no responses was 62.96%.
- This overall percentage is in contrast to just Full-Time faculty response percentages: 62.50% yes, 22.22% no, 15.28% does not apply.
- For administrators, responses to number of degrees/certs awarded at Coalinga, number of transfers, and overall course success rate were evaluated: 76.67% yes, 13.33% no, 10% does not apply.
- Although directed at CTE instructors, Administration/Managers are indicated that they are reviewing job placement (30%) and licensure pass rates (60%).
- Most part-time faculty indicated no on this full set of questions with the exception of success rate of courses they teach (53.57% yes, 39.29% no, 7.14% Does not apply).



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Summary Table of All Respondents Yes/No/Does Not Apply Responses (Percent and Count)

		Does not apply		No		Yes	
<b>Are you familiar with the following?</b>	West Hills College Coalinga's Strategic Plan	4.00%	4	21.00%	21	75.00%	75
	West Hills Community College District's Strategic Plan	3.03%	3	31.31%	31	65.66%	65
	West Hills College Coalinga's Institution-Set Standards for Student Achievement	5.05%	5	37.37%	37	57.58%	57
<b>Please respond to the following questions regarding Institution-Set Standards at WHC Coalinga:</b>	I know where to locate WHC Coalinga's Institution-Set Standards on the West Hills website	3.00%	3	32.00%	32	65.00%	65
	I know where to locate WHC Coalinga's Strategic Plan on the West Hills website	3.00%	3	22.00%	22	75.00%	75
	I know where to locate the District Strategic Plan on the West Hills website	2.00%	2	21.00%	21	77.00%	77
	I understand the institutional priorities and actions designed to help achieve and exceed WHC Coalinga's Institution-Set Standards	3.00%	3	34.00%	34	63.00%	63
<b>Within the past 12 months, have you reviewed the following:</b>	The success rate of the courses you teach	39.80%	39	17.35%	17	42.86%	42
	The success rate of your program (including courses taught by others)	32.99%	32	32.99%	32	34.02%	33
	The overall course success rate for West Hills College Coalinga	16.49%	16	40.21%	39	43.30%	42
	The number of degrees/certificates awarded in your program	34.38%	33	27.08%	26	38.54%	37
	The number of degrees/certificates awarded at WHC Coalinga	16.49%	16	39.18%	38	44.33%	43
	The number of transfers to four-year institutions from WHC Coalinga	18.56%	18	45.36%	44	36.08%	35
	Job placement rates of students in your program (CTE programs only)	53.61%	52	32.99%	32	13.40%	13
	Licensure pass rates of students in your program (CTE programs only)	56.25%	54	29.17%	28	14.58%	14