

DEVELOPING INSTITUTION-SET STANDARDS

WHCCD Office of Institutional Effectiveness

**Kyle Crider, Director of Accreditation, Research,
Institutional Effectiveness, and Planning**

Leslie Flaming, Research Analyst



WEST HILLS
COMMUNITY COLLEGE DISTRICT

*Once you go here,
you can go anywhere™*

DISTRICT 9900 Cody Street, Coalinga, CA 93210 (800) 266-1114 www.westhillscollge.com

COALINGA 300 Cherry Lane, Coalinga, CA 93210 (559) 934-2000 www.westhillscollge.com/coalinga

LEMOORE 555 College Ave., Lemoore, CA 93245 (559) 925-3000 www.westhillscollge.com/lemoore

Definition – Institution-Set Standards

- **Institution-Set Standards:** Performance metrics and measures set by institutions for student achievement, both in individual programs and for institution-wide student achievement. (A useful example of Institution-Set Standards could be the three-year averages of student performance metrics and performance targets set above the averages.) Both the definition and the level of expected performance are appropriate for assessing achievement of institutional mission, for determining actions of improvement, and for analyzing institutional results in the context of higher education.
Institutions assess student performance against locally set standards in order to determine institutional effectiveness and academic quality and to inform planning and action for continuous improvement.

(ACCJC Guide to Evaluating and Improving Institutions, p. 14)

Recommendation 4 and Relevant Standards

Recommendation 4

- 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)

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

- ISS are submitted annually to the ACCJC, typically in late March
- Metrics both *monitor and challenge* institutional performance.
 - Monitor – setting a minimum level of acceptable achievement
 - Challenge – setting longer-term stretch goals
 - Opportunities to align to Chancellor's Office IEPI Goals

ISS Survey: Current Situation, Future Baseline

- Success rate of courses you teach
 - Overall: 42.86% yes, 17.35% no, 39.80% d.n.a.
 - Full-time: 75% yes, 5.56% no, 19.44% d.n.a.
 - Part-time: 53.57% yes, 39.29% no, 7.14% d.n.a.

- Course success rate of WHC Coalinga
 - Overall: 43.30% yes, 40.21% no, 16.49% d.n.a.
 - Full-time: 75% yes, 19.44% no, 5.56% d.n.a.
 - Part-time: 22.22% yes, 66.67% no, 11.11% d.n.a.

• Understanding ISS

- Understanding of institutional priorities and actions designed to help achieve/exceed ISS
 - Overall: 63% yes, 34% no
 - Classified employees have a gap in understanding: 48% yes, 48% no
- Familiarity with ISS
 - Overall: 65.66%
 - Classified: 45.83% are familiar with ISS

• Sustained Collegial Dialogue

- 80.18% (n=89) indicated at least one context that they had discussed ISS in the past 12 months
- 45.05% indicated 2 or more contexts
- The single most common context was Professional Development/Flex Day



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
 - Alignment of stretch goals to Chancellor's Institutional Effectiveness Goals Framework (IEPI Goals)

Required Institution-Set Standards

- Course Success
- Degree Completion
- Certificate Completion
- Transfer
- Licensure Pass Rates
- Job Placement Rates

Institution-Set Standards for CTE Programs

- Required by ACCJC Annual Report for CTE degree and certificate programs with at least 10 annual completers
- Licensure Pass Rates
- Job Placement Rate

Course Success

Current 2017 Institution-Set Standard

Successful Course Completion Rate

55%

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

Success Rate by Academic Year

69.31% 69.44% 70.99% 69.02% 69.48%

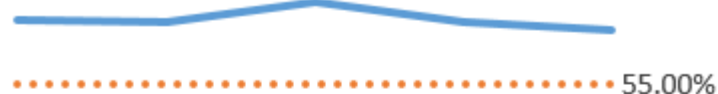


2012-13 2013-14 2014-15 2015-16 2016-17

— Overall ····· Standard

Success Rate by Fall Term Only

68.25% 67.65% 71.68% 67.55% 66.21%



2012/FA 2013/FA 2014/FA 2015/FA 2016/FA

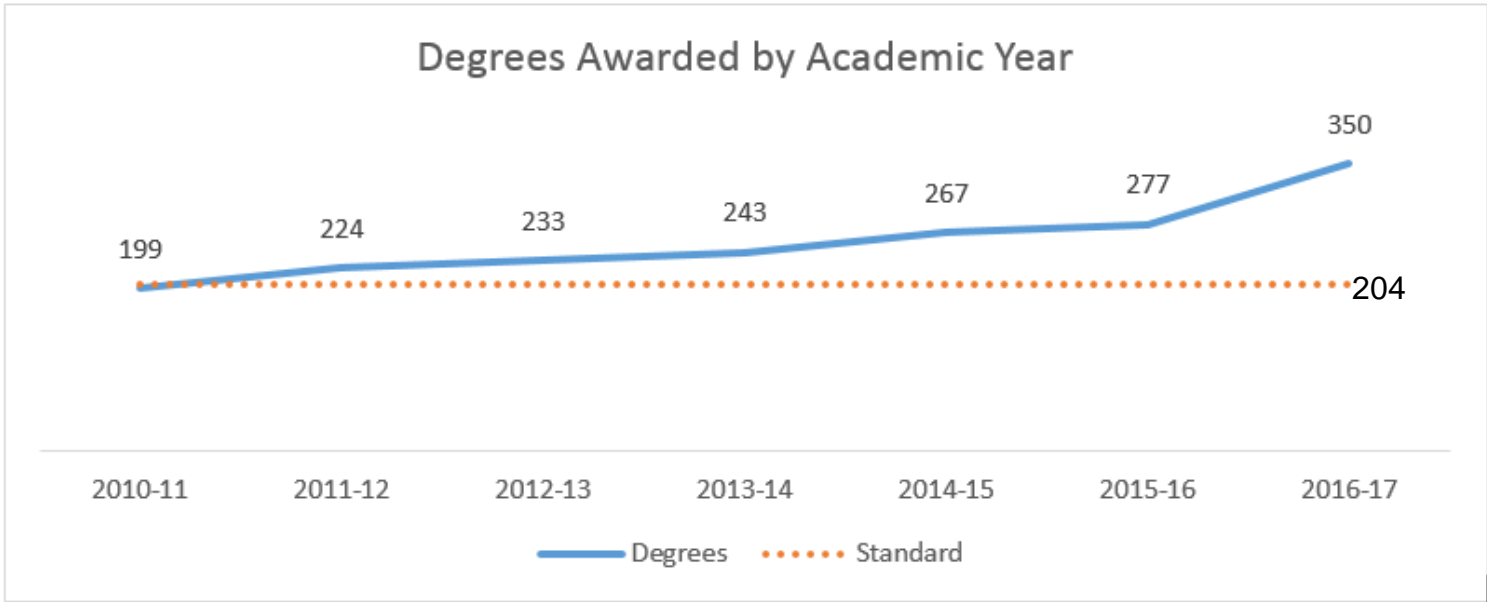
— Overall ····· Standard

Degrees Awarded

| Current 2017 Institution-Set Standards |
|--|
| Number of Degrees Awarded |
| 204 |

DEGREES

Number of degrees awarded in each academic year.



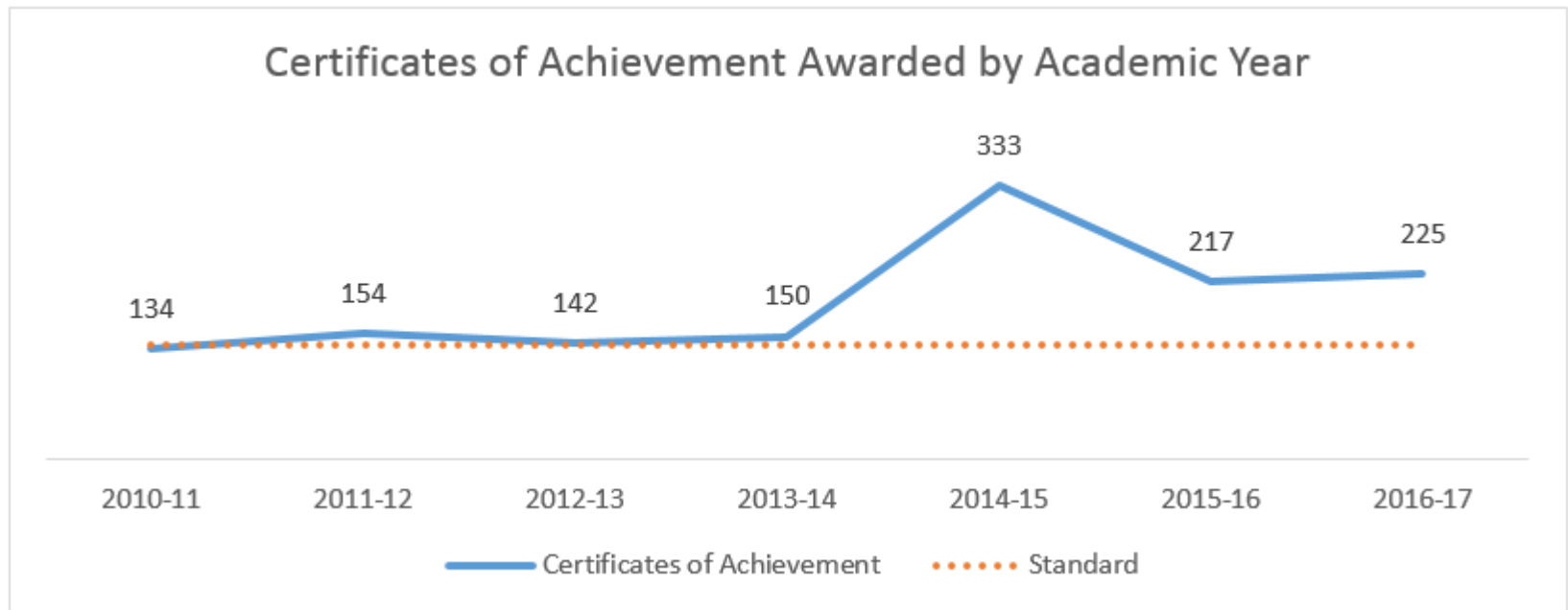
Certificates Awarded

Current 2017 Institution-Set Standard

Number of Certificates Awarded

139

CERTIFICATES OF ACHIEVEMENT



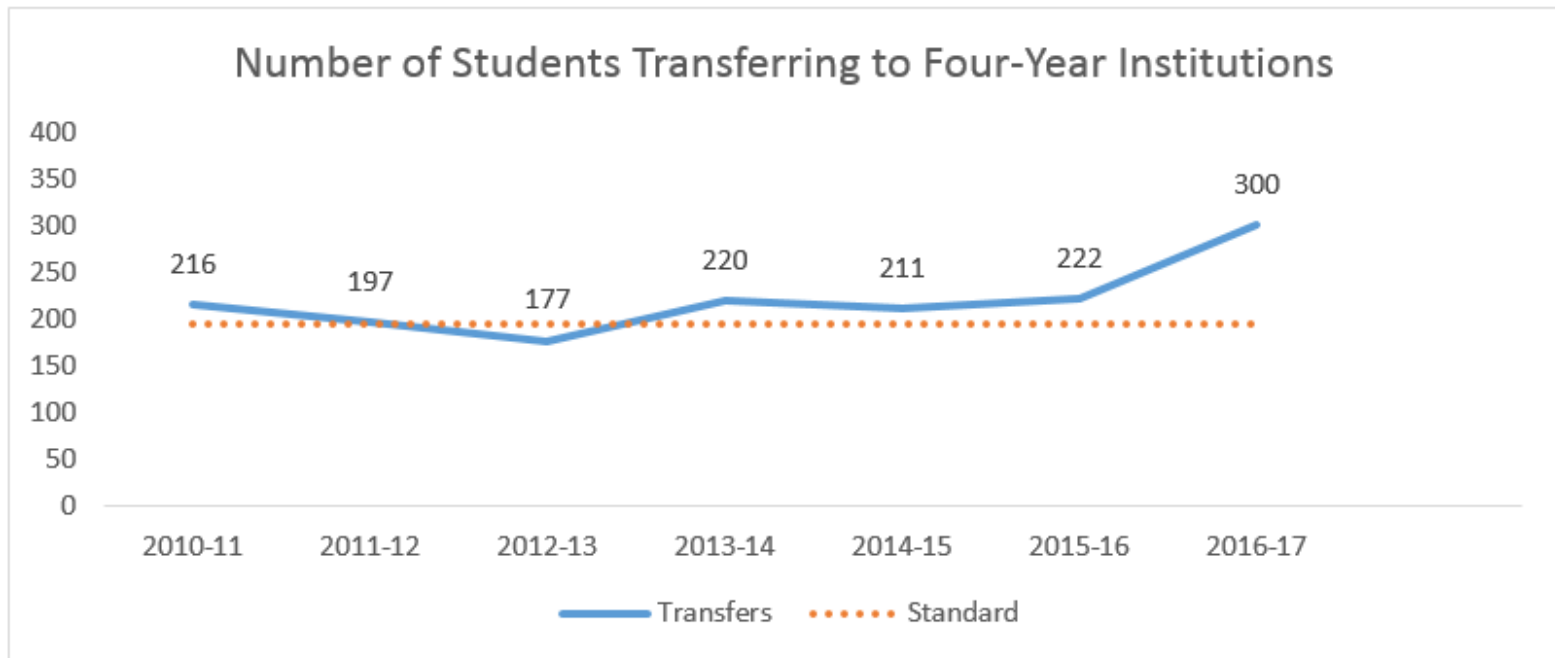
Transfer

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>.

Licensure Pass Rate

- Psychiatric Technician

- California Department of Consumer Affairs/Board of Vocational Nursing and Psychiatric Technicians
 - http://www.bvnpt.ca.gov/pdf/pt_pass_rates.pdf
- Link to pass rates is included on WHCC Website:
 - <http://www.westhillscollge.com/coalinga/academics/programs/index.asp>

| School | QTR. 1-4 2012 | | QTR 1-4 2013 | | QTR 1-4 2014 | | QTR 1-4 2015 | | QTR 1-4 2016 | |
|------------------------------|------------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|-----------|
| | # Tested | % Pass | # Tested | % Pass | # Tested | % Pass | # Tested | % Pass | # Tested | % Pass |
| West Hills Community College | 65 | 72% | 84 | 85% | 118 | 79% | 71 | 62% | 47 | 72% |

- Are there any other WHC Programs with Licensure exams?

Job Placement Rate

- Existing Sources of Job Placement Rate Data
 - Perkins Core Indicators (used for 2017 annual report)
 - CTE Launchboard

CTE Programs with 10+ Annual Completers

| Program ID | Program Title | 2014-15 | 2015-16 | 2016-17 |
|------------------|--|---------|---------|---------|
| PSYTEC.C.CCD | WHCC - Psychiatric Technician Cert. | 115 | 59 | 52 |
| PSYTEC.C.AS | WHCC - Psychiatric Technician AS | 59 | 29 | 22 |
| AOJ.C.AST | WHCC - Administration of Justice AST | 1 | 17 | 16 |
| CD.TEACHER.C.CCD | WHCC - Child Development Teacher Level Cert. | 20 | 8 | 11 |
| CD.C.AA | WHCC - Child Development AA | 10 | 9 | 10 |
| BUSAD.C.AST | WHCC - Business Administration AST | 3 | 5 | 10 |

Job Placement Rates

CTE LAUNCHBOARD JOB PLACEMENT

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

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

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

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



WEST HILLS
COMMUNITY COLLEGE DISTRICT

*Once you go here,
you can go anywhere™*

DISTRICT 9900 Cody Street, Coalinga, CA 93210 (800) 266-1114 www.westhillscollge.com

COALINGA 300 Cherry Lane, Coalinga, CA 93210 (559) 934-2000 www.westhillscollge.com/coalinga

LEMOORE 555 College Ave., Lemoore, CA 93245 (559) 925-3000 www.westhillscollge.com/lemoore