

# WHC COALINGA ACCJC RECOMMENDATION #4: INSTITUTION-SET STANDARDS FOR STUDENT ACHIEVEMENT

January 11, 2018

**WHCCD Office of Institutional Effectiveness  
West Hills College Coalinga Institutional Effectiveness and  
Accreditation Council**



**WEST HILLS**  
COMMUNITY COLLEGE DISTRICT

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you can go anywhere™*

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# Recommendation 4 and Relevant Standards

## ACCJC 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.

# Standard I.B.3 – Evaluation Criteria

## 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.

### ACCJC Evaluation Criteria for I.B.3:

- The institution has established criteria and processes to determine appropriate, institution-set standards for student achievement, including course completion, program completion, job placement rates, and licensure examination passage rates. The metrics both monitor and challenge institutional performance.
- There is broad-based understanding of the priorities and actions to achieve and exceed institution-set standards.
- The institution annually reviews data to assess performance against institution-set standards.
- If the institution does not meet its own standards, it establishes and implements plans for improvement which enable it to reach these standards.

# ISS on the Web



[www.westhillscollege.com](http://www.westhillscollege.com)

⇒ Coalinga

⇒ About WHC Coalinga

⇒ Institution-Set Standards

DEGREES & CERTIFICATES

ADMISSIONS

RESOURCES

STUDENT

## 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 (2017 ACCJC Annual Report)	Actual Rate
	<b>ISS</b>	<b>2015-16</b>
Successful Course Completion	55%	66.4% (fall 2016)
Number of Degrees Awarded	204	247
Number of Certificates Awarded	139	217

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

- “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.”

# Required Institution-Set Standards

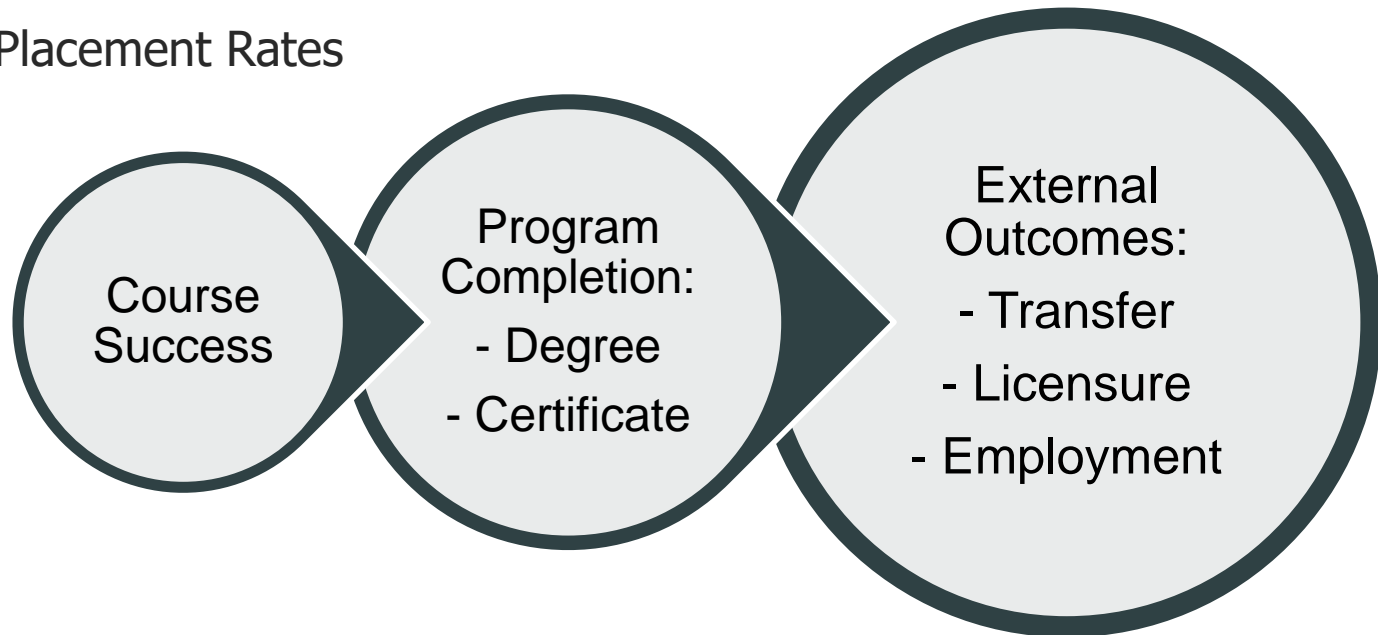
- Course Success Rates
- Degrees Awarded
- Certificates Awards
- Transfers to Four-Year Institutions
- CTE Programs Require:
  - Licensure Pass Rates
  - Job Placement Rates

Institution-set standards align to the college 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.

# Required Institution-Set Standards

- Course Success Rates
- Degrees Awarded
- Certificates Awards
- Transfers to Four-Year Institutions
- CTE Programs Require:
  - Licensure Pass Rates
  - Job Placement Rates





# Alignment of Goals, Indicators, and Metrics



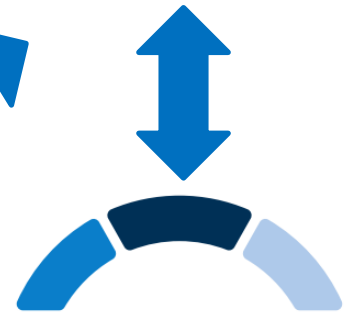
West Hills Community College District 2016-2020 Strategic Plan		
Key Performance Indicators		2020 District Target
<b>GOAL 1</b>	<b>Promote and increase student success, emphasizing educational planning, basic skills and timely completion.</b>	
1.1*	Educational Plans	90.0%
1.2a	Scorecard - Remedial Math Completion Rate	27.2%
1.2b	Scorecard - Remedial English Completion Rate	46.3%
1.2c	Scorecard - Remedial ESL Completion Rate	18.8%
1.3a*	Basic Skills English Success Rate	73.0%
1.3b*	Basic Skills Math Success Rate	73.0%
1.4	Course Success Rate	75.0%
1.5	Fall to Fall Persistence Rate	55.0%
1.6a*	Scorecard - Completion Indicator Overall	51.2%
1.6b	Scorecard Completion Indicator (College-prepared)	80.8%
1.6c	Scorecard Completion Indicator (Unprepared for College)	45.8%
1.7*	Degrees/Certificates Awarded	1,500
1.8	Median Time to Completion of Associate Degrees	3.4 years
1.9	Annual Transfer to 4-Year Institutions	750
<b>GOAL 2</b>	<b>Strengthen the District's fiscal position by pursuing resource development and increased efficiency while meeting FTES targets.</b>	
2.1*	FTES Generated	100 FTES over 100%
2.2	Enrollment Management/Scheduling Efficiency	Currently Gathering Baseline Data
2.3	Percentage of Students Receiving a Pell Grant	50%
<b>GOAL 3</b>	<b>Maximize access to programs and services throughout the region, focusing on all segments of the adult population.</b>	
3.1*	Adult Participation Rates (Ages 18-24)	Currently Gathering Baseline Data
3.2*	Adult Participation Rates (Ages 25-64)	Currently Gathering Baseline Data
3.3*	College Going Rates for High School Graduates	34.0%
<b>GOAL 4</b>	<b>Through the use of technology, increase access to educational programs and services that contribute to student success and strengthen the economic, social, and cultural life of its diverse community.</b>	
4.1*	Online Course Success Rate	66.0%
4.2	Use of Open Educational Resources	100% of General Education Courses
4.3*	Student Equity - Scorecard Completion Rate	Elimination of Achievement Gaps
4.4	Number of New Online CTE Programs Created	Currently Gathering Baseline Data
<b>GOAL 5</b>	<b>Increase and coordinate Workforce and Economic Development activities that are designed to meet the needs of employers and improve student employment and success in Career Technical Education programs.</b>	
5.1	CTE Completion Rate (Scorecard)	69.1%
5.2	CTE Employment Outcome Survey Results (wage gains)	Currently Gathering Baseline Data
5.3	Time to Completion for CTE Degrees/Certificates	3.4 years
5.4*	CTE Degrees/Certificates Awarded	630
5.5	Contract Training Certifications Awarded	Currently Gathering Baseline Data

## STRATEGIC GOALS

- 1 Promote intellectual excellence and advance a culture of learning by providing educational programs and services that engage students and spark academic curiosity in learner-centered, technology rich environments.  
→ **District Goal: 1.1-1.9 \***
- 2 Advance student success among underrepresented and at-risk students by focusing on factors for student success, decreasing the cost of attendance through adaptation of OER and increasing the number of students who complete their Ed Plans  
→ **District Goal: 1.1-1.4; 2.1; 3; 4.2; 4.3 \***
- 3 Provide opportunities and resources for faculty and staff that foster a culture of learning and openness to take risks in an effort to ensure every member of the college actively participates in fostering student success.  
→ **District Goal: 1.8; 1.9; 4.1-4.4 \***
- 4 Serve our communities by strengthening our interactions through communication, innovation, partnerships, and civic leadership.  
→ **District Goal: 2.1; 3.1-3.2; 5.2 \***
- 5 Contribute to the economic viability of the communities we serve by strengthening career technical education through civic and industry partnerships, increased community awareness of programs and improving student employability.  
→ **District Goal: 5.1, 5.3, 5.4, 4.4, 3.1-3.3 \***



Institution-Set Standards



Institutional Effectiveness Goals Framework

# Next Steps...

**“The institution has established criteria and processes to determine appropriate, institution-set standards for student achievement...”**



## **Learning Areas will:**

- analyze student achievement against existing ISS
- assess appropriateness of current standards
- recommend revised standards and stretch goals to IEAC

Institution-Set Standards will next be reported to ACCJC in late **March 2018**.

# Sustained and Collegial Dialogue

- Annual assessment of achievement through the college governance structure
- Integration of Institution-Set Standards into Program Review Data Analysis
  - Program Success Rate vs. ISS
  - Program Degrees and Certificates vs. ISS
- Alignment of ISS/Stretch Goals to:
  - Strategic Plan
  - Chancellor’s Office Institutional Effectiveness Goals (IEPI)

**“There is broad-based understanding of the priorities and actions to achieve and exceed institution-set standards.”**