West Hills College Coalinga

Institution-Set Standard Data – Learning Area Reflection and Analysis

2018-19 Academic Year

Learning Area: _____

Date of Review:_____

WHC Coalinga has set a three year review cycle for Institution-Set Standards, and is currently in year two of this cycle, with new standards having been set during spring of the 2017-18 academic year.

Each learning area should discuss **its own learning area data** in relation to college wide data and the Institution-Set Standards and stretch goals, and complete this reflection and analysis report.

Questions to consider when reviewing and analyzing Institution-Set Standard data:

- Are existing standards and stretch goals too low or too high to be meaningful?
- How to the ISS and stretch goals relate to institutional priorities goals?
- Are the goals and standards relevant to student achievement within your learning area?

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.

Course Success

Definition: The number of students completing courses with a grade of C or better divided by course census enrollment.

Note: Success rate data presented here are based on Coalinga Campus, North District Center, Firebaugh, and Online Coalinga classes.

			Current ISS: **63%**	
			Current Stretch Goal: **75%**	
Success Rates	**2014-15**	**2015-16**	**2016-17**	**2017-18**
College-wide:	69.8%	67.5%	67.8%	71.1%
Learning Area:				
Allied Health	97.0%	93.1%	92.7%	88.2%
Arts and Letters	63.6%	64.6%	64.3%	66.5%
CTE	65.7%	63.3%	64.2%	67.9%
Kinesiology and Social Sciences	72.5%	70.7%	71.9%	75.1%
STEM	60.1%	57.9%	59.3%	64.4%
Student Services	68.0%	73.9%	67.6%	72.2%

- To view the data dashboard with course success at the Learning Area, subject, and course level: http://bit.ly/2KVpiw2

Are learning area success rates above the Institution-Set Standard? _____

_____

Describe trends in learning area success rates in relation to the college stretch goal _____

_____

Additional analysis, comments, or recommendations for improvement _____

_____

Degrees Awarded

Definition: The number of students awarded associate degrees by academic year.

Note: In college total, students who receive more than one degree in a year are only counted once, but students may be counted in multiple learning areas if earning multiple degrees.

			Current ISS:	**240**
			Current Stretch Goal:	300
Degrees Awarded	**2014-15**	**2015-16**	**2016-17**	**2017-18**
College-wide:	250	248	293	287
Learning Area:				
Allied Health	68	38	36	58
Arts and Letters	32	22	34	34
CTE	52	65	71	51
Kinesiology and Social Sciences	87	115	153	152
STEM	24	23	35	35
Student Services	-	-	-	-

- For a complete breakdown of degrees and certificates awarded by year: http://bit.ly/2N4WS2f

Are learning area degrees above the Institution-Set Standard? _____

_____

Describe trends in learning area degree awards in relation to the college stretch goal._____

_____

Additional analysis, comments, or recommendations for improvement _____

_____

Certificates Awarded

Definition: The number of students awarded a Chancellor's Office recognized Certificate of Achievement by academic year.

Note: students who receive more than one certificate in a year are only counted once; because of this, this figure may differ from previous reporting.

			Current ISS:	**175**
			Current Stretch Goal:	220
Certificates Awarded	**2014-15**	**2015-16**	**2016-17**	**2017-18**
College-wide:	291	203	207	254
Learning Area:				
Allied Health	115	59	52	56
Arts and Letters	108	118	131	156
CTE	76	27	27	43
Kinesiology and Social Sciences	-	-	-	-
STEM	-	-	-	-
Student Services	-	-	-	-

- For a complete breakdown of degrees and certificates awarded by year: http://bit.ly/2N4WS2f

Are learning area certificate awards above the Institution-Set Standard? _____

_____

Describe trends in learning area certificate awards in relation to the college stretch goal. _____

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Additional analysis, comments, or recommendations for improvement _____

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Transfers to Four-Year Institutions

Definition: The number of students transferring into a four-year institution during the academic year. Students must have completed a minimum of 12 units at WHCCD.

Note: Currently transfer data is only available at the institutional level.

				Current ISS:	**195**
				Current Stretch Goal:	300
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Number of Transfers:	220	211	222	295	238

- For transfer data, disaggregated by four year institution and type: http://bit.ly/2DFC81A

Are institutional transfer totals above the Institution-Set Standard? _____

_____

Describe trends in transfer totals in relation to the college stretch goals. _____

_____

Additional analysis, comments, or recommendations for improvement _____

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Additional analysis, comments, or recommendations for improvement _____

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Licensure Pass Rates

Definition: Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study.

This indicator is only required for programs that require a licensure examination to qualify for employment, and where there are at least 10 students who completed the program in the designated year. These programs are listed on the table below.

Program Name	Current ISS	Current Stretch Goal	**2013**	**2014**	**2015**	**2016**	**2017****
Psychiatric Technician*	80%	90%	85%	79%	62%	72%	53%

*Data retrieved from http://www.bvnpt.ca.gov/pdf/pt_pass_rates.pdf , last updated 5/15/2018.
**most recent year available

Do any of the programs listed above for licensure pass rate data belong in this learning area? _____

_____

Are licensure pass rates above the Institution-Set Standards? _____

_____

Describe trends in licensure pass rates in relation to the program stretch goal(s). _____

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Additional analysis, comments, or recommendations for improvement _____

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Job Placement Rates

Definition: Job placement rates for CTE programs with consistently more than ten completers at WHC Coalinga. Primary source of job placement rates is the CTE Launchboard which relies on California's Employment Development Department's Unemployment Insurance data of students who completed a WHCCD CTE program to determine employment.

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

Top Code	Program	Current ISS	Stretch Goal	Job Placement Rates % (number placed/cohort)				
				2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16****
2105	Administration of Justice	60%	75%	*	*	*	*	71% (10/14)
0505	Business Administration	60%	75%	*	*	*	*	*
1305	Child Development	60%	80%	*	56% (10/18)	72% (13/18)	68% (40/59)	77% (23/30)
1239	Psychiatric Technician	83%	90%	84% (57/68)	88% (44/50)	87% (58/67)	91% (93/102)	94% (45/48)
0956	Welding Technology	60%	75%	*	*	*	*	*

* data unavailable or too few completers to report
** most recent year available

- For additional details on job placement rates and methodology: http://bit.ly/2OWgQ1E

Do any of the programs listed above for job placement data belong in this learning area? _____
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Are job placement rates above the Institution-Set Standards? _____
_____

Describe trends in job placement rates in relation to the program stretch goal(s). _____

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Additional analysis, comments, or recommendations for improvement _____

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