West Hills College Coalinga

Institution-Set Standard Data – Learning Area Reflection and Analysis

2020-21 Academic Year

Learning Area: _____

Date of Review:_____

WHC Coalinga has set a three-year review cycle for Institution-Set Standards. ISS and stretch goals were reviewed and revised in 2019-20 in line with the College's three year ISS Review Cycle (see diagram below). For 2020-21 the college is back to **Year One** of the cycle, where ISS and stretch goals will be reviewed and assessed against current data.

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.

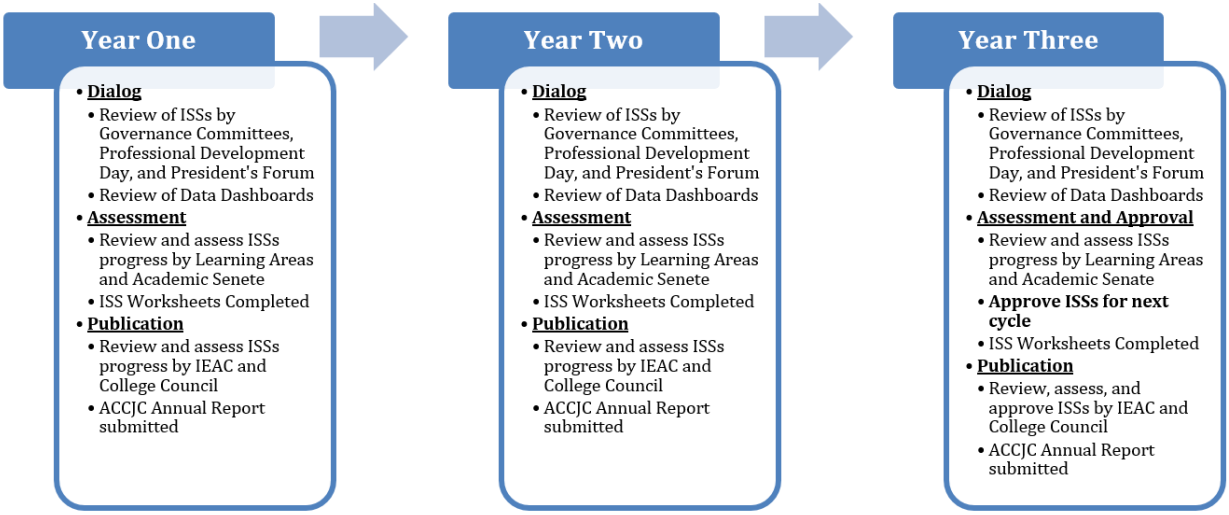
Questions to consider when reviewing and analyzing Institution-Set Standard data:

- Are existing standards and stretch goals too low or too high to be meaningful?
- How do 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.

ISS Review Cycle



Course Success Rates

Course Success Dashboard: http://bit.ly/WHSuccessTrends
Course Success Dashboard Video Guide: http://bit.ly/35u7ceA (all video guides were made using data from 2019-20 data sheets, but the steps in the process of navigating the dashboard remain the same for this year)

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

Note: Success rate data presented in the table below are based on all students in all WHCC locations.

WHC Coalinga – All Locations/All Students				**Current ISS: 65%** **Current Stretch Goal: 75%**		
Success Rates	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20***
College-wide:	71.0%	69.2%	69.5%	72.3%	76.3%	76.1%
Learning Area:						
Allied Health	96.9%	93.1%	92.7%	88.4%	91.8%	89.0%
Arts and Letters	66.2%	67.3%	67.1%	68.8%	70.4%	68.5%
CTE	66.2%	65.2%	67.0%	70.3%	79.2%	79.3%
Kinesiology and Social Sciences	73.7%	72.6%	72.7%	75.7%	78.3%	77.2%
STEM	59.9%	56.2%	59.1%	64.3%	68.2%	71.5%
Student Services	72.8%	78.0%	72.0%	74.6%	78.2%	76.9%

***For Spring 2020, EW's are included in the denominator for course success calculations (counted as unsuccessful attempts)

WHC Coalinga – Coalinga Campus, NDC, Online Coalinga (high school special admissions/dual enrollment, and inmate education excluded)				**Current ISS: 65%** **Current Stretch Goal:75%**		
Success Rates	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20***
College-wide:	69.6%	67.4%	67.0%	70.4%	72.8%	70.8%
Learning Area:						
Allied Health	97.0%	93.8%	92.7%	88.1%	91.7%	90.0%
Arts and Letters	63.4%	64.3%	62.4%	64.5%	65.0%	59.8%
CTE	65.5%	63.6%	64.5%	68.1%	73.7%	68.6%
Kinesiology and Social Sciences	72.6%	71.2%	70.7%	75.1%	76.5%	74.8%
STEM	56.8%	54.4%	57.3%	61.0%	63.9%	66.9%
Student Services	67.8%	75.7%	63.1%	72.6%	75.8%	76.9%

***For Spring 2020, EW's are included in the denominator for course success calculations (counted as unsuccessful attempts)

Are Learning Area success rates above the Institution-Set Standard? _____

_____

Describe trends in Learning Area success rates in relation to the college stretch goal: _____

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Additional analysis or comments: _____

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Degrees Awarded

Completer Dashboard: http://bit.ly/WHDegCert
Completer Dashboard Video Guide: http://bit.ly/DegCertVid (all video guides were made using data from 2019-20 data sheets, but the steps in the process of navigating the dashboard remain the same for this year)

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 in that year.

					Current ISS: **255**	
					Current Stretch Goal: 300	
Degrees Awarded	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
College-wide:	250	248	293	287	359	317
Learning Area:						
Allied Health	68	38	36	58	50	45
Arts and Letters	30	19	31	27	33	21
CTE	54	68	74	58	101	106
Kinesiology and Social Sciences	87	115	153	152	195	158
STEM	24	23	35	35	80	73
Student Services	-	-	-	-	-	-

How is the Learning Area contributing to the total degrees awarded by the college? Has this changed over time?

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_____

How does this Learning Area contribute to the college meeting its Institution-Set Standard and stretch goal for degrees awarded?_____

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Additional analysis or comments: _____

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Certificates Awarded

Completer Dashboard: http://bit.ly/WHDegCert
Completer Dashboard Video Guide: http://bit.ly/DegCertVid (all video guides were made using data from 2019-20 data sheets, but the steps in the process of navigating the dashboard remain the same for this year)

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

Note: In college total, students who receive more than one certificate in a year are only counted once, but students may be counted in multiple Learning Areas if earning multiple certificates in that year.

					Current ISS: **190** Current Stretch Goal: 230	
Certificates Awarded	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
College-wide:	291	203	207	254	265	135
Learning Area:						
Allied Health	115	59	52	56	50	46
Arts and Letters	-	-	-	-	-	-
CTE	76	27	27	43	22	29
Kinesiology and Social Sciences	-	-	-	-	-	-
STEM	-	-	-	-	-	-
*Student Services	108	118	131	156	197	60

*All Transfer Certificates

How is the Learning Area contributing to the total certificates awarded by the college? Has this changed over time?

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How does this Learning Area contribute to the college meeting its Institution-Set Standard and stretch goal for Certificates awarded?

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Additional analysis or comments: _____

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Transfers to Four-Year Institutions

Transfer Dashboard: https://tabsoft.co/3nqV9Id

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: **200** Current Stretch Goal:300	
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Number of Transfers:	220	216	228	296	261	314	338

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

_____

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

_____

Additional analysis or comments _____

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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	**2014**	**2015**	**2016**	**2017**	**2018**	**2019****
Psychiatric Technician*	80%	90%	79%	62%%	72%	53%	78%	83%

*Data retrieved from http://www.bvnpt.ca.gov/pdf/pt_pass_rates.pdf. Data retrieved on 10/08/2020.
**most recent year available

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

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Are this Learning Area's licensure pass rates above the Institution-Set Standards?

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For this learning area, describe trends in licensure pass rates in relation to the program stretch goal(s).

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Additional analysis or comments _____

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Job Placement Rates

Definition: Job placement rates for CTE programs with consistently more than ten completers at WHC Coalinga. Based on employment one year (four quarters) after last enrollment at WHCCD. 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. Data may vary slightly from previous years' reports due to changes in Launchboard definitions and methodology.

Retrieved from https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx

Top Code	Program	Current ISS	Stretch Goal	Job Placement Rates % (number placed/cohort)				
				2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18****
2105	Administration of Justice	60%	75%	*	*	*	*	*
0505	Business Administration	60%	75%	*	*	*	*	*
1305	Child Development	60%	80%	*	*	*	*	*
1239	Psychiatric Technician	83%	90%	88% (56/64)	94% (87/93)	91% (40/44)	88% (35/40)	98% (44/45)
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. /2OWgQ1E

Do any of the programs listed above for job placement data belong in this Learning Area? _____

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For this Learning Area, are job placement rates above the Institution-Set Standards?

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For this Learning Area, describe trends in job placement rates in relation to the program stretch goal(s).

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Additional analysis or comments _____

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