WEST HILLS COMMUNITY COLLEGE DISTRICT

Indicators for Institutional Effectiveness Goals Framework - 2017

Institutional Effectiveness Indicators - Student Performance and Outcomes	West Hills College Coalinga		West Hills College Lemoore		Brief Definition
	2017-18 Goal	Long-Term Goal	2017-18 Goal	Long-Term Goal	
Completion Rate (Scorecard):					Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes
College-Prepared	82.9%	88.0%	71.1%	75.5%	Student's lowest course attempted in Math and/or English was college level
Unprepared for College	45.4%	47.3%	39.2%	40.7%	Student's lowest course attempted in Math and/or English was pre-collegiate level
Overall	52.3%	55.5%	45.2%	48.0%	Student attempted any level of Math or English in the first three years
Remedial rate (Scorecard):					Percentage of credit students tracked for six years through 2015-16 who started first time in 2010-11 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
Math	20.6%	22.7%	29.4%	31.2%	
English	39.4%	43.4%	43.6%	48.1%	
ESL	19.5%	20.6%	8.0%	8.8%	
Career Technical Education Rate (Scorecard)	64.4%	68.3%	66.0%	70.0%	Percentage of students tracked for six years through 2015-16 who started first time in 2010-11 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful course completion (Datamart)	73.1%	75.0%	73.6%	75.0%	Percentage of students who earn a grade of "C or better" or "credit" in the fall term

Institutional Effectiveness Indicators - Accreditation Status	2017-18 Goal	Long-Term Goal	2017-18 Goal	Long-Term Goal	
Accreditation status	FA-N	FA-N (Fully Accredited - No Action)	FA-N	FA-N (Fully Accredited - No Action)	ACCJC Accreditation Status
Date of next visit	2023	NA	2023	NA	Informational item - no target collected.

Institutional Effectiveness Indicators - Fiscal Viability	2017-18 Goal	Long-Term Goal	2017-18 Goal	Long-Term Goal	
Fund Balance	10%	10%	10%	10%	Ending unrestricted general fund balance as a percentage of total expenditures
Salary and Benefits	75%	75%	75%	75%	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Annual Operating Excess/(Deficiency)	$ 200,000	$ 800,000	$ 200,000	$ 800,000	Net increase or decrease in unrestricted general fund balance
Cash Balance	$ 14,000,000	$ 15,000,000	$ 14,000,000	$ 15,000,000	Unrestricted and restricted general fund cash balance, excluding investments
Other Post Employment Benefits (OPEB) Liability	50%	75%	50%	75%	Percentage of the OPEB liability that the district's set-aside funds represents (includes both funds in a trust and outside of a trust and designated for this liability)
Full-Time Equivalent Students	1,960	NA	3,640	NA	Annual number of full-time equivalent students

Institutional Effectiveness Indicators - Programmatic Compliance with State and Federal Guidelines	2017-18 Goal	Long-Term Goal	2017-18 Goal	Long-Term Goal	
Audit Findings - Audit Opinion Financial Statement	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified status indicates that WHCCD's goal is to have minimal or no material weaknesses or significant deficiencies in state and federal audit findings.
Audit Findings - State Compliance	Unmodified	Unmodified	Unmodified	Unmodified	
Audit Findings - Federal Award/Compliance	Unmodified	Unmodified	Unmodified	Unmodified	

Institutional Effectiveness Indicators - College Choice		Long-Term Goal		Long-Term Goal	
Required College Choice: Student Achievement	Completion Rate (Scorecard) - Unprepared for College				A college must set a goal focused on unprepared students or basic skills students. West Hills College Coalinga and West Hills College Lemoore have selected the Scorecard completion rate for unprepared students, but have also chosen to set goals for completion of remedial math, English, and ESL.