The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS
DATE: November 16-17, 2015

SUBJECT: Institutional Effectiveness, Framework of Indicators		Item Number: 2.13	
		Attachment: Yes	
CATEGORY:	Institutional Effectiveness	TYPE OF BOARD CONSIDERATION:	
Recommended By:	*Theresa Tena* Theresa Tena, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	*Brice W. Harris* Brice W. Harris, Chancellor	Action	X
		Information	

ISSUE: This item requests approval of the Framework of Indicators which include select metrics on which colleges/districts will set goals pursuant to the requirements of Education Code section 84754.6.

BACKGROUND: The Institutional Effectiveness Partnership Initiative (IEPI), launched in fall 2014, is a collaborative effort to help colleges and districts improve their fiscal and operational effectiveness while promoting student success. The Institutional Effectiveness division of the Chancellor's Office oversees the IEPI effort. Key Chancellor's Office partners in this Initiative include the Santa Clarita Community College District, the Statewide Academic Senate, Foothill College, and the Success Center. In addition to these key partners, the IEPI Executive and Advisory Committees were established to shepherd the four major components of the Initiative: 1) framework of indicators; 2) technical assistance; 3) specialized training; and 4) policy, procedure, and practice.

During Year One, the IEPI Advisory Committee developed a Framework of Indicators and on March 16, 2015, the Board of Governors reviewed and adopted the framework. The Framework of Indicators included 18 metrics in four categories. For Year One colleges/districts were directed to adopt short-term and long-term goals for four of the eighteen metrics. *(Background contd.)*

RECOMMENDED ACTION: It is recommended the Board of Governors adopt the attached Year-Two goals framework, which includes minor modifications to metrics included in the Year One Framework.

(Background contd.)

The Framework of Indicators measures the ongoing condition of the community colleges' operational environment in four major areas:

- Student performance and outcomes
- Accreditation status
- Fiscal health
- Programmatic compliance with state and federal guidelines

As a condition of receipt of Student Success and Support Program funds, each college is required to develop, adopt and post a framework of indicators that addresses at a minimum the four categories above.

ANALYSIS: For Year Two, the IEPI Advisory Committee's Framework of Indicators workgroup proposed modest modifications to the Framework of Indicators. The number of metrics in the Framework of Indicators increased from eighteen to twenty-two and the number of metrics colleges/districts are to adopt short and long term goals increased from four to eight. The proposed changes would be as follows:

Required Goals

- Revision to Successful Course Completion Rate metric: Adjust the Successful Course Completion Rate from "annual" to "fall" to align with the ACCJC data.

- Add two new programmatic compliance metrics for districts:
    - Under audit findings, add:
        - State Compliance
        - Federal Compliance

- Add one new college student achievement metric: A college must set a goal focused on unprepared students or basic skills students. The metric selected is left to the discretion of the college and will be captured under the required college choice selection in the monitoring portal.

Optional Goals:

- Add one new college metric: Colleges are invited to develop and set a unique goal to support the effectiveness of their institution. The metric selected is left to the discretion of the college and will be captured under the optional college choice selection in the monitoring portal.

Attached is the proposed Year Two Framework of Indicators, with the proposed changes highlighted.

College/District Indicator	Brief Definition
Student Performance and Outcomes	
Completion Rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes
· College-Prepared	Student's lowest course attempted in Math and/or English was college level
· Unprepared for College	Student's lowest course attempted in Math and/or English was pre-collegiate level
· Overall	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 2014-15 who started first time in 2009-10 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
· Math	See above
· English	See above
· ESL	See above
Career Technical Education Rate (Scorecard)	Percentage of students tracked for six years through 2014-15 who started first time in 2009-10 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)	Percentage of students who earn a grade of "C" or better or "credit" in the fall term
Completion of degrees (Datamart)	Number of associate degrees completed in 2014-15
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2014-15
Number of students who transfer to 4-year institutions (Datamart)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2014-15 [1]
Accreditation Status	
Accreditation status	Latest ACCJC action: Fully Accredited, Reaffirmed Fully Accredited, Warning Fully Accredited, Probation Fully Accredited, Show Cause Fully Accredited, Restoration
Date of next visit	Informational item - no target collected.
Fiscal Viability	
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Full-Time Equivalent Students	Annual number of full-time equivalent students
Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments
Programmatic Compliance with State and Federal Guidelines	
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements
· Audit Opinion Financial Statement	See above
· State Compliance	See above
· Federal Award/Compliance	See above
College Choice	
Required College Choice: Student Achievement	A college must set a goal focused on unprepared students or basic skills students
Optional College Choice	Each college may self-identify an indicator and provide a narrative of the result.

1 Metric dependent upon external variables (UC and CSU transfer admission policy) and therefore collected as information. Colleges are NOT expected to identify a goal. Each college is encouraged to engage in their local shared governance process to set goals (short term and long term) for the subsequent year.