

Title: Institutional Effectiveness: Framework of Indicators
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Background

The Institutional Effectiveness (IE) Division oversees the development and operation of a comprehensive technical assistance program to further student success at community colleges. The program overlays virtually every division of the California Community Colleges Chancellor's Office—including academic affairs, student services, workforce and economic development, research, and fiscal—and is focused on four primary operational areas: (1) student performance, (2) accreditation, (3) fiscal health, and (4) compliance with state and federal guidelines. In addition to the new division, the state has invested resources to support technical assistance and professional development to be provided through a partnership between a community college district and the Chancellor's Office. At its November 2014 meeting, the Board of Governors (BOG) awarded the contract to the Santa Clarita Community College District.

As part of this new program, statute requires the CCC system to develop a framework of indicators for the four operational areas identified above. To help meet this requirement, the Chancellor's Office and Santa Clarita Community College District in collaboration with the Statewide Academic Senate created an Institutional Effectiveness Partnership Initiative (IEPI) Advisory Committee, which consists of representatives from more than a dozen statewide organizations. Peer-led resource teams coordinated by Santa Clarita Community College District will use the framework of indicators as one of several measures to assess colleges/districts expressing interest in technical assistance services. The catalyst for this effort has been the Student Success Initiative and its focus on sharing and implementing evidence-based strategies that improve student outcomes and college's overall effectiveness.

The Budget Act of 2014 includes funding for the Chancellor's Office to implement IEPI. Specifically, statute outlines the following:

Senate Bill 852, 2014-15 Budget Act

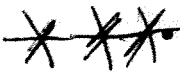
- Includes new Chancellor's Office positions and resources.

- Appropriates \$2.5 million for local assistance - line item in Student Success and Support Program (SSSP) appropriation.

Senate Bill 860, 2014-15 Higher Education Trailer Bill

- The Chancellor—in coordination with CCC stakeholder groups, fiscal and policy committees of the Legislature, and the Department of Finance—shall develop and the BOG shall adopt “a framework of indicators” to measure the ongoing condition of a community college’s operational environment focused at a minimum on the following:

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

 As a condition of receipt of SSSP funds, each college shall develop, adopt, and post a goals framework that addresses at a minimum the four categories above.

- By June 30, 2015 and before each fiscal year thereafter, the Chancellor shall post both of the following:
 - Annually developed systemwide goals adopted by the BOG (web link)
 - Locally developed and adopted college/district goals
- Subject to the availability of funds in the budget, the BOG and Chancellor shall, at a minimum, assess improvement in the four categories and offer assistance.

Proposal

The IEPI Advisory Committee met on January 26th and February 5th to discuss and recommend a framework of indicators. The goal in Year One of this effort is to rely upon metrics already collected and reported by colleges and districts. Colleges will develop, adopt, and post by June 30th locally developed and adopted goals using approved metrics.

The attached list of indicators is recommended for the 2014-15 fiscal year. It was recognized that these indicators are a starting point and that the list of indicators may be revised in the future. The IEPI Advisory Committee will review the list of indicators for the 2015-16 fiscal year and recommend any changes.

Institutional Effectiveness Partnership Initiative Advisory Committee
Framework of Indicators

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 2008-09 tracked for six years through 2013-14 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 2013-14 who started first time in 2008-09 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 2013-14 who started first time in 2008-09 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 2013-14.
Completion of degrees (Datamart)	Number of associate degrees completed in 2013-14
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2013-14
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 2013-14. ¹
Accreditation Status	
Accreditation status	Latest ACCJC action: Reaffirmed Warning Probation Show Cause Restoration
Date of next visit	Informational item - no target collected.
Fiscal viability and programmatic compliance with state and federal guidelines	
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
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement

¹ Metric dependent upon external variables (UC and CSU transfer admission policy) and therefore collected as information. Colleges would NOT be expected to identify a goal.

In year one, three years of baseline trend data would be prepopulated and sent to each college by the Chancellor's Office. Each college would use a collegial consultation process to set goals (short term and long term) for the subsequent year and return a spreadsheet to the Chancellor's Office with the goals in June.