

# Institutional Effectiveness

## Partnership Initiative (IEPI)



2016-2017 Goals



## Background and Context: What is the IEPI?

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative, grant-funded effort between the Chancellor's Office, the Success Center for California Community Colleges, the ASCCC, the RP Group, and other consultation groups within the CCC system. The goal of the initiative is to advance institutional effectiveness in the California community colleges, and to enhance the system's ability to serve students and support their success. In the process, the IEPI hopes to significantly reduce the number of accreditation sanctions and audit issues. An important focus of the grant is to draw on the expertise and innovation from within the CCC system, advance best practices, and help individual colleges avoid potential pitfalls.

The initiative has three major components:

1. A frame work of indicators and college/district goals.
  - The framework includes student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and Federal guidelines.
  - The framework draws heavily on existing indicators and publicly available data.
  - The framework and goals system, at least v1.0, is statutorily required to be implemented by June 30, 2015 and updated annually.
2. Partnership Resource Teams (PRTs) that can provide assistance to institutions.
  - To express interest in a team visit, an institution's CEO submits a short letter of interest.
  - Team members will be drawn from a pool of experts nominated through or appointed by statewide professional organizations and others. Team composition for each institution is approved by the applicable CEO and CCCCCO.
  - The team will visit at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits are available as needed.
  - Grants of up to \$150,000 in seed money will be available to institutions that receive team visits, to accelerate implementation of improvement plans, called innovation and Effectiveness Plans. Grants will be available while funds are available.
3. Professional development opportunities related to institutional effectiveness.
  - An online clearinghouse will include both effective practices and pitfalls to avoid related to accreditation and audit issues, as well as other topics related to institutional effectiveness.
  - Regional workshops will supplement the materials in the online clearinghouse. These workshops will be recorded and made available online through the clearinghouse.
  - Professional development opportunities are available to all colleges/districts regardless of participation with Partnership Resource Teams.

## Columbia College Goals for 2016-2017

### 1. Accreditation Status

Columbia College is currently fully accredited by the Accrediting Commission for Community and Junior Colleges (AACJC) as part of the Western Association of Schools and Colleges (WASC). The commission is recognized as an institutional accrediting body by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. ACCJC removed a previous warning status to reaffirm Columbia's accreditation without sanctions in February 2012. Columbia's next accreditation visit will occur in October 2017. Columbia's long-term goal for this indicator is **Fully Accredited – Reaffirmed (FA-RA)**.

### 2. Fund Balance

The Yosemite Community College District Chancellor as approved by the YCCD Board of Trustees has instituted a fiscal policy of maintaining a reserve balance of **10%** of the unrestricted general fund. Columbia, as part of the district, contributes to that goal that is consistent with the district's designated reserve target and funding policies.

### 3. Successful Course Completion

The successful course completion rate is defined as the percentage of for-credit course enrollments when students earn a grade of C or better. The table below shows a five-year trend of Columbia's annual overall successful course completion rate (all passing grades divided by all grades).

Trends	2016-17 Goal	6-Yr Goal	2010-11	2011-12	2012-13	2013-14	2014-15
Course Completion (annual)	73.4	73.4	68.2	69.6	72.8	73.4	73.5

Source: CCCCO Datamart, Annualized term Success and Retention: <http://datamart.ccco.edu/datamart.aspx>.

Over the past five years, successful course completion ratios (above) show a median rate of 69%; however, there is a trend upward over the past three academic years, 2012-13 to 2014-2015. With the recent SSSP and Student Equity funding, the college has developed strategies in and outside the classroom that are based on best practices and research reflected in students' recent success. However, for the short term, the 2016-17 goal for course completion will be **73.4%** while more evidence is collected to confirm an acceptable course completion norm for the college in terms of student success.

### 4. Audit Opinion

For this indicator, Columbia College sets its short-term goal of audit opinion as **Unmodified**.

## Optional Goals

The following are rates that are provided, but not required for the goals for the IEPI.

### a) Overall Completion Rate

Percentage of degree, certificate, and/or transfer seeking students starting first time/tracked for six years who completed a degree, certificate, or transfer related outcome (Goal set as a rate)

Trends	2016-17 Goal	6-Yr Goal	2010-11	2011-12	2012-13	2013-14	2014-15
College Prepared	61.7	61.7	56.3	59.8	61.3	61.2	61.2
Unprepared for College	35.2	35.6	33.1	34.3	36.4	32.7	33.6
Overall	43.0	43.3	40.5	41.8	44.3	39.2	39.9

Source: CCCCO Scorecard

### b) Remedial Rate

Trends	2016-17 Goal	6-Yr Goal	2010-11	2011-12	2012-13	2013-14	2014-15
Math	29.6	32.8	27.8	30.1	29.4	28.4	28.8
English	47.3	48.3	39.9	39.8	48.4	45.6	46.5
ESL*	0.0	0.0	0.0	0.0	0.0	0.0	0.0

\*At this time ESL credit completion numbers are too few to be measurable.

Source: CCCCO Scorecard

### c) Career Technical Education Rate

Based on the criteria used by the CCCCO to calculate these rates for these cohorts (see: Appendix A), the CTE Completion Rate is expected to remain at a mean of approximately 38.4 over the next six years.

Trends	2016-17 Goal	6-Yr Goal	2010-11	2011-12	2012-13	2013-14	2014-15
CTE	39.2	40.0	39.6	40.3	42.9	34.3	34.7

Source: CCCCO Scorecard

## Optional Goals (continued)

### d) Completion of Degrees

The number of Columbia College degrees awarded significantly increased from 2010-11 to 2014-15. The apex of those increases may occur in 2015-16 and then begin to decline following the trend in the enrollments that began in 2012. Degree awards may continue to decline in numbers over the subsequent two to three years with the exception of AA-T and AS-T degrees.

Trends	2016-17 Goal	6-Yr Goal	2010-11	2011-12	2012-13	2013-14	2014-15
Degrees	242	242	180	216	216	233	250

Source: CCCCO DataMart, total number of annual degrees awarded

### e) Completion of Certificates

The number of Columbia College certificates earned have steadily increased primarily due to more employment opportunities and the need for certification in job skills, e.g., fire science and wastewater management. The outlook for certificates will remain strong over the next few years as Columbia continues to implement its strategies to meet employer needs for short-term workforce training.

Trends	2016-17 Goal	6-Yr Goal	2010-11	2011-12	2012-13	2013-14	2014-15
Certificates	159	189	56	87	89	93	159

Source: CCCCO DataMart, total number of annual certificates awarded

### f) Full-time Equivalent Students

Trends	2016-17 Goal	6-Yr Goal	2010-11	2011-12	2012-13	2013-14	2014-15
FTES	1950.0	2100.0	2,512	1,972	1,731	1,787	1,646

Source: CCCCO DataMart, full time equivalent students (FTES) Summary Report

## Appendix A

### Framework for Indicators

<b>College/District Indicator</b>	<b>Brief Definition</b>
<b>Student performance and outcomes</b>	
· Completion Rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking, first time students in 2008-09 tracked over six years to 2014-15 and 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):	-The percentage of credit students who were first time students in 2008-09, who completed a college-level course in the same discipline below transfer level in English, mathematics, and/or ESL after six years (through 2014-15).
· 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 who completed a degree, certificate and/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 transferred to a four-year institution, including CSU, UC, or private university in 2013-14.
<b>Accreditation Status</b>	
Accreditation status	Latest ACCJC action: Fully Accredited, Reaffirmed Fully Accredited, Warning Fully Accredited, Probation Fully Accredited, Show Cause Fully Accredited, Restoration
<b>Fiscal viability and programmatic compliance with state and federal guidelines</b>	
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

## Appendix B Education Code Reference

### Education Code 84754.6

(a) The Chancellor of the California Community Colleges, in coordination with community college stakeholder groups, the appropriate fiscal and policy committees of the Legislature, and the Department of Finance, shall develop, and the board of governors shall adopt, a framework of indicators designed to measure the ongoing condition of a community college's operational environment in the following areas:

- (1) Accreditation status.
- (2) Fiscal viability.
- (3) Student performance and outcomes.
- (4) Programmatic compliance with state and federal guidelines.

(b) As a condition of receipt of funds appropriated for purposes of Article 1 (commencing with Section 78210) of Chapter 2 of Part 48, each community college within a community college district shall develop, adopt, and publicly post a goals framework that addresses at least all of the areas specified in subdivision (a). The development of the goals framework shall be guided by the statewide goals outlined in Section 66010.91. It is the intent of the Legislature that these goals be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state, pursuant to the legislative intent expressed in Section 66010.93.

(c) The board of governors shall annually develop, adopt, and publicly post a systemwide goals framework that addresses at least all of the areas specified in subdivision (a). The development of the systemwide goals shall be guided by the statewide goals set forth in Section 66010.91. It is the intent of the Legislature that these goals be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state, pursuant to the legislative intent expressed in Section 66010.93.

(d) Before the commencement of the 2015–16 fiscal year, and before the commencement of each fiscal year thereafter, the Chancellor of the California Community Colleges shall publicly post both of the following:

- (1) Annually developed systemwide goals adopted by the board of governors.
- (2) Locally developed and adopted community college or community college district goals and targets.

(e) Subject to the availability of funding in the annual Budget Act, the board of governors and the Chancellor of the California Community Colleges shall assess the degree to which each community college district is improving its outcomes in regard to the areas specified in subdivision (a) and any additional issues addressed in the goals frameworks described in subdivision (b), and shall offer technical assistance to community college districts that are not improving.

(f) If a community college district is receiving technical assistance pursuant to subdivision (e), the community college district shall submit a turnaround plan that details all of the following:

- (1) The problem the technical assistance is attempting to solve.
- (2) How the identified problem will be addressed in a plan adopted by the governing board of the community college district.
- (3) A timetable of major milestones for improvement.
- (4) Updates that will be submitted to the Chancellor of the California Community Colleges on the outcomes in regard to those milestones, as scheduled by the chancellor.

*(Amended by Stats. 2014, Ch. 687, Sec. 8. Effective September 27, 2014.)*