

# Institutional Effectiveness Partnership Initiative

*Community College System Requirements*

*Allan Hancock Goals*

# Overview of Institutional Effectiveness Partnership Initiative (IEPI)

- What is the IEPI
  - Legislative Mandate
  - Components
  - IEPI Framework Indicators
- IEPI Goal Setting Requirements
- AHC Baseline Data
- AHC Goals Submitted June 2015
- Goal Setting Process Going Forward

# Institutional Effectiveness Partnership Initiative: SB 852 & SB 860

- SB 852 and 860 create the structure for the IEPI (Budget Act of 2014)
- SB 852
  - New Chancellor's Office positions/resources
  - Appropriation of \$2.5 million/year line item in SSSP
- SB 860 (2014-15 Higher Education Trailer Bill)
  - CCC shall develop and BOG shall adopt a framework of indicators

# What Are the Desired IEPI Outcomes?

- Continue to Advance California Community Colleges as the Most Effective System of Higher Education in the World
- Eliminate Accreditation Sanctions and Audit Findings at the Local College Level
- Expand Access for Our Students and Attainment of Their Educational Goals

# What Are the Major Components of the Institutional Effectiveness Partnership Initiative?

- Framework of Indicators (College Goals)
- Professional Development
- Technical Assistance through Partnership Resource Teams (PRTs)
- Advocacy for Systemic and Policy Changes

# How Should Colleges Set Goals?

Goals should be “aspirational”

- Higher than baseline data
- Statute requires that goals be “challenging” and “quantifiable”
- The goals should also be “realistic, measurable, and attainable”
  
- What if a college exceeds a desired standard (e.g., fund balance)?
  - Reasonable to set a target no higher than current levels

# What Is the Framework of Indicators?

- Is Required by Legislature
- Draws Heavily on Existing Resources for Year 1
- Was Developed by Advisory Committee Workgroup
- Draws in Part on Input from “Fiscal Experts”
- Is to Have v1.0 Implemented by June 30, 2015
- Includes:
  - Student Performance and Outcomes (e.g., Scorecard)
  - Accreditation Status
  - Fiscal Viability
  - Compliance w/State and Federal Programmatic Guidelines

# Indicators Continued

- Indicators Workgroup Is Developing Recommendations for v2.0
  - Additional Measures
    - Access
    - Student Equity (Connected to Student Equity Plan)
  - Timelines for Beyond Year 1
  - Integration with Other Indicator Systems and Goals



# What Indicators Are in the Framework?

## Student Outcomes

- Completion
  - Prepared
  - Unprepared
  - Overall
- Remedial Rate
  - Math
  - English
  - ESL
- CTE Completion Rate
- \*Course Completion Rate
- Degrees
- Certificates
- Transfers

## Accreditation Status

- \***Accreditation Status**

## Fiscal Viability

- Salary and Benefits
- FTES
- Annual Operating Excess/Deficiency
- \***Fund Balance**
- Cash Balance

## State and Federal Programmatic Compliance

- \***Overall Audit Opinion**
- \*Required Goals for Year 1

# Goals

- What Happens If We Don't Achieve Goals?
  - Nothing, as long as the college tried.
  - The most important activities for meaningful impacts on our students' success have the greatest risk, but are worth trying!



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**District Indicator Rates - Allan Hancock CCD**

Indicator	Long-term (6 Years) Goal (optional for this reporting year)	Short-term (1 Year) Goal (goal for 2015-2016)	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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**Required Goals**

Fiscal Viability and Programmatic Compliance with State and Federal Guidelines

<b>Fund Balance</b>	Ending unrestricted general fund balance as a percentage of total expenditures						
	<input type="text" value="0.0"/>	<input type="text" value="10.0"/>	11.1	10.6	9.6	9.4	8.7
<b>Audit Findings</b>	Unmodified: Unmodified auditor's report without internal control issues Modified: Modified auditor's report and/or internal control issues						
	<input type="text" value="Unmodified"/>	<input type="text" value="Unmodified"/>	<input type="text" value="Modified"/>				

**Optional Goals**

Fiscal Viability and Programmatic Compliance with State and Federal Guidelines

<b>Salary and Benefits</b>	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures						
	<input type="text" value="0.0"/>	<input type="text" value="0.0"/>	85.2	83.4	86.5	85.2	85.5
<b>Annual Operating Excess/(Deficiency)</b>	Net increase or decrease in general fund balance						
	<input type="text" value="0"/>	<input type="text" value="0"/>	385,370	574,813	(266,107)	(1,675,842)	(71,848)
<b>Cash Balance</b>	Unrestricted and restricted general fund cash balance, excluding investments						
	<input type="text" value="0"/>	<input type="text" value="0"/>	11,872,799	7,919,159	4,781,852	6,659,749	6,785,889

College Indicator Rates

[Allan Hancock College](#)



## Required Goals

### Student Performance and Outcomes

<b>Successful Course Completion (Datamart)</b>	Annual percentage of credit course enrollments where student earned a grade of C or better (Goal should be set as rate)						
	<input type="text" value="0.0"/>	<input type="text" value="72.0"/>	72.0	71.8	70.0	69.2	72.4

### Accreditation Status

<b>Accreditation Status</b>	Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action (See key below)											
			Feb 2014	July 2013	Feb 2013	July 2012	Feb 2012	July 2011	Feb 2011	July 2010	Feb 2010	July 2009
	<input type="text" value="FA-N"/>	<input type="text" value="FA-N"/>	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-RA	FA-N	FA-N
<b>Date of Next Visit</b>	Date of next accreditation visit (mm/dd/yyyy) - information item, no target collected											
	<input type="text"/>											

## Optional Goals

### Student Performance and Outcomes

<b>Completion Rate (Scorecard)</b>	Percentage of degree, certificate, and/or transfer seeking students starting first timetracked for six years who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)						
<b>College Prepared</b>	Student's lowest course attempted in Math and/or English was college level						
	<input type="text" value="0.0"/>	<input type="text" value="0.0"/>	61.4	61.2	64.7	59.6	65.2
<b>Unprepared for College</b>	Student's lowest course attempted in Math and/or English was pre-collegiate level						
	<input type="text" value="0.0"/>	<input type="text" value="0.0"/>	35.1	36.6	39.1	35.3	39.8
<b>Overall</b>	Student attempted any level of Math or English in the first three years						
	<input type="text" value="0.0"/>	<input type="text" value="0.0"/>	44.5	45.4	48.8	44.7	47.9
<b>Remedial Rate (Scorecard)</b>	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline (Goal should be set as rate)						
<b>Math</b>	<input type="text" value="0.0"/>	<input type="text" value="0.0"/>	29.3	31.0	30.6	26.2	26.7
<b>English</b>	<input type="text" value="0.0"/>	<input type="text" value="0.0"/>	41.7	40.9	41.0	37.2	40.3
<b>ESL</b>	<input type="text" value="0.0"/>	<input type="text" value="0.0"/>	12.9	11.5	9.8	9.2	8.3
<b>Career Technical Education Rate (Scorecard)</b>	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education in a single discipline who completed a degree or certificate or transferred (Goal should be set as rate)						
	<input type="text" value="0.0"/>	<input type="text" value="0.0"/>	49.9	47.8	51.6	49.2	51.9
<b>Completion of Degrees (Datamart)</b>	Number of associate degrees awarded (Goal should be set as total)						
	<input type="text" value="0"/>	<input type="text" value="0"/>	1,151	954	909	1,019	891
<b>Completion of Certificates (Datamart)</b>	Number of Chancellor's office approved certificates awarded (Goal should be set as total)						
	<input type="text" value="0"/>	<input type="text" value="0"/>	720	640	562	669	636
<b>Fiscal Viability and Programmatic Compliance with State and Federal Guidelines</b>							
<b>Full-Time Equivalent Students</b>	Annual number of full-time equivalent students (Goal should be set as total)						
	<input type="text" value="0"/>	<input type="text" value="0"/>	9,603	9,452	9,378	10,165	10,091

# IEPI Goal Setting at AHC

- Will work through the college governance process
- Institutional Effectiveness Council (IEC) will coordinate
  - Disseminate historical and disaggregated data
  - Collect goals and make recommendation to College Council
  - Board of Trustees to receive progress on prior goals and recommendations for new goals
- Important to allow adequate time for consultation through councils and Academic Senate prior to Board approval

# Questions?