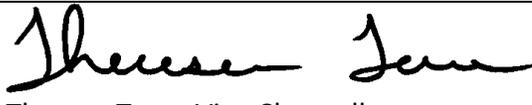




# The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: November 14, 2016

SUBJECT: Institutional Effectiveness, Framework of Indicators		Item Number: 2.6	
		Attachment: Yes (1)	
CATEGORY:	Institutional Effectiveness	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Theresa Tena, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Erik E. Skinner, Interim Chancellor	Action	X
		Information	

**ISSUE:** This item requests the Board of Governors' adoption of a framework of indicators pursuant to the requirements of Education Code section 84754.6.

**BACKGROUND:** Pursuant to California Education Code § 84754.6:

*The Chancellor, in coordination with CCC stakeholder groups, 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 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.*

**(Background cont.)**

**RECOMMENDED ACTION:** It is recommended the Board of Governors adopt the Year-Three Framework, which includes minor modifications to the Year-Two Framework.

***(Background cont.)***

*By June 30, 2016 and before each fiscal year thereafter, the Chancellor shall post both of the following:*

- *Annually developed system-wide goals adopted by the Board of Governors*
- *Locally developed and adopted college/district goals*

IEPI is a relatively new initiative that continues to evolve through collaboration with community college partners and stakeholders to enhance the Framework of Indicators process. As such, the Year-Two Framework included the clarification of two indicators from Year-One and the addition of a college choice indicator that allows colleges to write-in an additional indicator and goal of their choosing. In addition, the Chancellor's Office made several technical changes to the Indicators Portal site based on suggestions made by colleges (<https://misweb.cccco.edu/ie/DistrictSelect.aspx>). These changes were designed to improve the usability of the Portal for identifying and posting annual goals. On November 16, 2015, the Board of Governors adopted the goals framework and approved changes made to the Indicators Portal. For the second consecutive year, all 113 colleges developed, adopted, and posted their required goals by the mandated deadline of June 30, 2016.

**ANALYSIS:** In Year-Three, the goal of this effort is to continue to build upon metrics already collected and reported by colleges and districts. Colleges will post locally developed and adopted goals using approved metrics by June 15, 2016.

The IEPI Advisory Committee's Indicators Workgroup has proposed modest changes to the Framework of Indicators for Year-Three of the initiative. For example, there are no new goal-setting requirements for Year-Three and no proposed changes to the Indicator Portal, aside from accommodating the additional optional goals. Below is a summary of the proposed metrics.

**Proposed Optional Goals:**

- Add eight new college-level student outcome indicators
  - Percentage of students who complete transfer-level English in 1 year
  - Percentage of students who complete transfer-level English in 2 years
  - Percentage of students who complete transfer-level math in 1 year
  - Percentage of students who complete transfer-level math in 2 years
  - Number of low-unit (non-Chancellor's Office approved) certificates awarded
  - Number of Career Development and College Preparation certificates awarded
  - Career and Technical Education Skills Builder metric (% median wage increase)
  - A noncredit, "college choice" indicator to allow colleges to write-in an additional indicator of their choosing
  
- Add three district-level indicators
  - Median time-to-degree (efficiency)
  - District participation rate (access)
  - Other Post-Employment Benefits (OPEB) Liability (fiscal)

Attached is the proposed Year-Three Framework, which includes these suggested changes.

Institutional Effectiveness Partnership Initiative Advisory Committee  
Framework of Indicators (Year 3)

College/District Indicator	Brief Definition
<b>Student Performance and Outcomes</b>	
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	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
Noncredit college choice	Each college may self-identify an indicator related to noncredit and provide a narrative of the result
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	See above
• English	See above
• ESL	See above
Transfer-level completion rate years 1 and 2	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2013-14 and 2014-15 tracked for one and two years through 2015-16 who completed transfer-level math/English course
• Math year 1	Completed transfer-level math in year 1
• Math year 2	Completed transfer-level math in year 1 or year 2
• English year 1	Completed transfer-level English in year 1
• English year 2	Completed transfer-level English in year 1 or year 2
CTE rate (Scorecard)	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)	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 2015-16
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2015-16
Number of low-unit certificates	Number of non-Chancellor's Office-approved certificates completed in 2015-16
Number of CDCP awards	Number of Career Development-College Preparation awards completed in 2015-16
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 2015-16 <sup>1</sup>
CTE Skills Builders	The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate
Median time to degree	Median number of academic years needed to obtain an AA, AS or ADT degree for all students who received a degree in 2015-16
District participation rate	Percentage of 18-24 year olds living within district boundaries who are enrolled in at least one of the district's colleges
<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
Date of next visit	Informational item - no target collected.
<b>Fiscal Viability</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

Not applicable to us.

Recommend to hold off on adopting the metric until the Chancellor's Office is able to figure out how to extract our acceleration course data.

To hold off on adoption until the data is accurate.

Not recommend to adopt as about 20% of our enrollments are not living within the district

Institutional Effectiveness Partnership Initiative Advisory Committee  
 Framework of Indicators (Year 3)

College/District Indicator	Brief Definition
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments
OPEB Liability	The percentage of the OPEB liability that the district's set aside funds represents, including both funds in a trust and outside of a trust and designated for this liability.
<b>Programmatic Compliance with State and Federal Guidelines</b>	
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements
• Opinion for the Financial Statement	See above
• State Compliance	See above
• Federal Award/Compliance	See above
<b>College Choice</b>	
College Choice	Each college may self-identify an indicator and provide a narrative of the result.
<p>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.</p> <p>Each college is encouraged to engage in their local shared governance process to set goals (short term and long term) for the subsequent year.</p>	

Not discussed; not within Skyline College's authority to decide.