Institutional Effectiveness Partnership Initiative (IEPI)

Framework of Indicators

Year Two

What is IEPI?

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance California Community Colleges' institutional effectiveness, and in the process, significantly reduce the number of accreditation sanctions and audit issues. Most importantly, IEPI will enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

There are three major components of the initiative:

1. Develop a framework of indicators and college/district goals.
- The framework will include student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with State and Federal guidelines.
- The framework draws heavily on existing indicators and publically 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. Make Technical Assistance Teams (called Partnership Resource Teams) available to colleges who express interest in receiving assistance.
- A short letter of interest (LOI) will be submitted by the institution's CEO.
- The team visits each institution that has submitted an LOI 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.
- Team members are drawn from a pool of experts nominated through or appointed by statewide professional organizations, the Chancellor's Office, and others. Team composition for each institution is approved by the applicable CEO and CCCCO.
- Team members receive travel reimbursement, and stipends if they are able to receive them based on their district policy and/or agreements.
- Grants of up to $150,000 in seed money are 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.
- Selection of institutions to receive PRT visits considers institutional need.
- Colleges, districts, or centers may submit LOIs, and may receive PRT visits and request seed-money grants.

3. Enhance professional development opportunities for colleges related to institutional effectiveness.
- An online clearinghouse will be developed and include effective practices and pitfalls to avoid related to emerging accreditation and audit issues, as well as other topics related to institutional effectiveness:
  - The online clearinghouse will be closely integrated with the Success Center for

California Community Colleges' efforts
- o   Existing resources addressing the topics, such as those found on the ASCCC, ACCJC, RP Group, and CCCCO websites, will be linked to this clearinghouse
- o Additional online resources will be developed as needed.
- Regional workshops offered in the north and south will supplement the online clearinghouse. These workshops will be captured and made available online through the clearinghouse as well.
  - o Workshops begin in spring 2015
  - o The IEPI Advisory Committee will help identify topics that are timely and of broad interest
  - o The Initiative seeks to partner with other organizations in offering these workshops.
- Professional development opportunities will be available to all districts regardless of participation with Partnership Resource Teams (PRTs).

College/District Indicator	Scorecard Definition	BCC Goals	
		Short Term **1 year** **(16-17)**	**Long Term** **6 years** **(21-22)**
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	**61.4%**	**64.9%**
Unprepared for College	Student's lowest course attempted in Math and/or English was pre-collegiate level	**41.6%**	**42.8%**
Overall	Student attempted any level of Math or English in the first three years	**44.7%**	**45.9%**
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	**32.7%**	**33.9%**
English	See above	**39.4%**	**45.0%**
ESL	See above	**0.8%**	**2.0%**
Career Technical Education Rate (Scorecard)	Percentage of students tracked for six years through 2014-15 who started first time 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	**40.9%**	**42.1%**
Successful Course Completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in the fall term	**72.9%**	**74.1%**
Completion of Degrees (Datamart)	Number of associate degrees completed in 2014-15	**317**	**334**
Completion of Certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2014-15	**14**	**15**

College/District Indicator	Scorecard Definition	BCC Goals	
		Short Term 1 year (16-17)	**Long Term** 6 years (21-22)
ACCREDITATION STATUS			
Accreditation Status	Latest ACCJC action: ♦ Fully Accredited, No Action (FA-N) ♦ Fully Accredited, Reaffirmed (FA-RA) ♦ Fully Accredited, Warning (FA-W) ♦ Fully Accredited, Probation (FA-P) ♦ Fully Accredited, Show Cause (FA-SC) ♦ Fully Accredited, Restoration (FA-RS)	**FA-N**	**FA-N**
Date of Next Visit		**Spring 2018**	
FISCAL VIABILITY			
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures	**83.4%**	**83.4%**
Full-Time Equivalent Students	Annual number of full-time equivalent students	**2500**	**2700**
Annual Operating Excess / (Deficiency)	Net increase or decrease in unrestricted general fund balance	**0**	**0**
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures	**20%**	**15%**
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments	**$3.5M**	**$3.0M**
PROGRAMMATIC COMPLIANCE WITH STATE AND FEDERAL GUIDELINES			
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements. A "yes" indicates the district has achieved or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion.		
Audit Opinion Financial Statement	See above	**Yes**	**Yes**
State Compliance	See above	**Yes**	**Yes**
Federal Award/Compliance	See above	**Yes**	**Yes**
COLLEGE CHOICE			
Required College Choice: Student Achievement	A college must set a goal focused on unprepared students or basic skills students	**The college has set goals for all four of these indicators: items 9, 11, 12 & 13**	

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 system wide goals framework that addresses at least all of the areas specified in subdivision (a). The development of the system wide 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 system wide 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.