

Data from the Institutional Effectiveness Indicator Portal: Year 2

For the second year, both short-term and long-term goals were required for specific indicators for each of the four dimensions. The required indicators were:

Districts

- *Fiscal viability*
 - Fund Balance as % of Expenditures
- *Programmatic compliance*
 - Audit Opinion Financial Statement
 - State Compliance
 - Federal Award/Compliance

Colleges

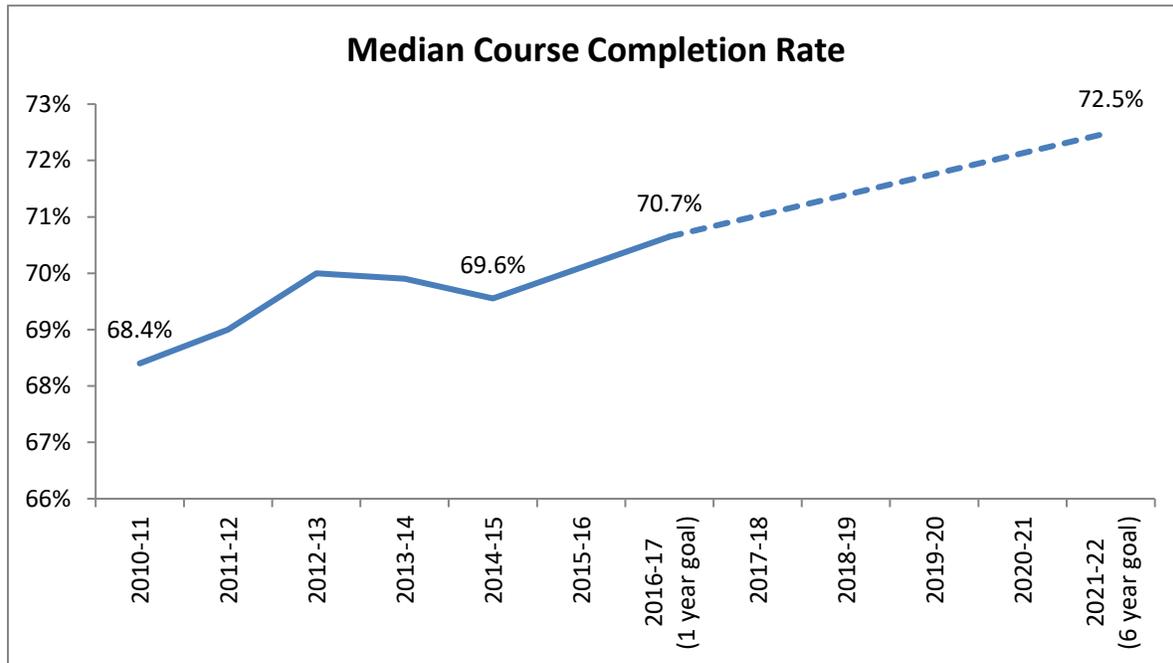
- *Student Performance/Outcomes*
 - Course Success Rate
- *Accreditation*
 - Accreditation status
- *College Choice: Student Achievement Basic Skills*
 - College Choice

Entering goals for the remaining indicators was optional for 2016 but, depending upon the measure, between 11 and 81 colleges/districts chose to submit the data. The optional data are not included in the summaries below but are briefly described at the end of the handout.

The deadline for district certification was June 15, 2016. Definitions for each of the metrics are available at <https://misweb.cccco.edu/ie/Documentation.aspx>.

IEPI Data: Required College Goals

Student Success Indicator: Successful Course Completion (Datamart)



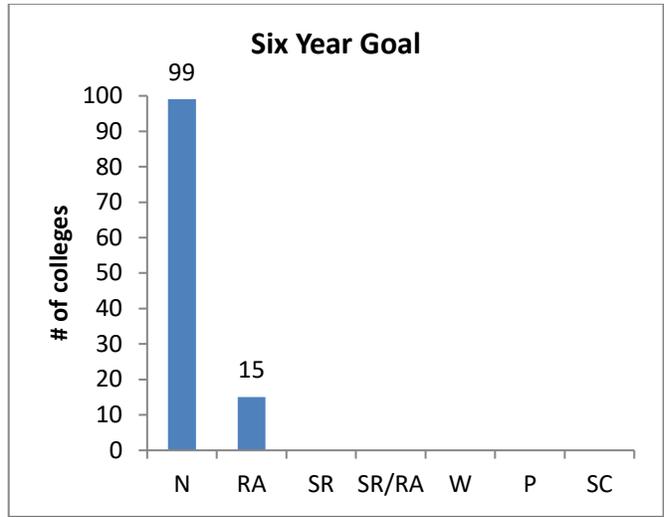
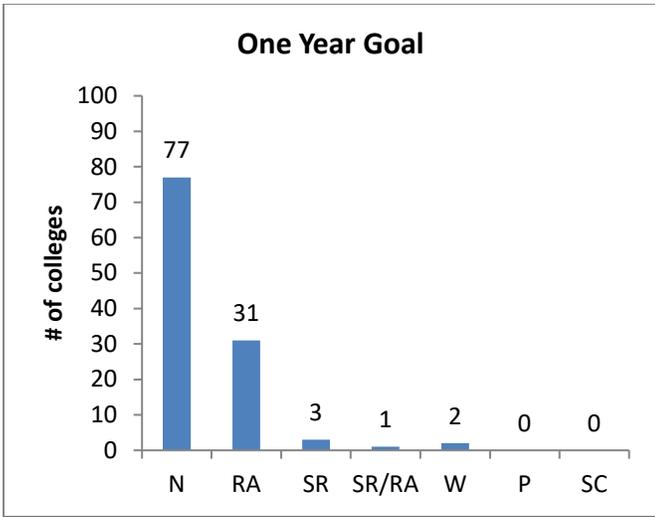
Note 1: *Successful Course Completion Rate* – The annual percentage of students who earn a grade of “C” or better. Annual course success derived using combined enrollments in Summer, Fall, Winter and Spring.

Note 2: The data through 2014-15 are actual historical rates. The data for years 2015-16 to 2021-22 are imputed given the proposed goals for years 1 (2016-17) and 6 (2021-22).

Median Proposed Increase

| Statistic | Completion Rate (2014-15) | ΔShort-Term | ΔLong-Term |
|----------------|---------------------------|--------------|--------------|
| Median | 69.6% | +1.1% | +2.9% |
| Std. Deviation | 3.4 | -0.2% | -0.3 |
| Minimum | 58.8 | +2.2 | +6.3 |
| Maximum | 78.4 | -0.7 | +1.6 |

Accreditation Status



Definitions for Accreditation Status

| | |
|-------|---------------------------------|
| N | No Action |
| RA | Reaffirmed |
| SR | Sanction Removed |
| SR/RA | Sanction Removed and Reaffirmed |
| W | Warning |
| P | Probation |
| SC | Show Cause |

Indicators Chosen for Required College Choice

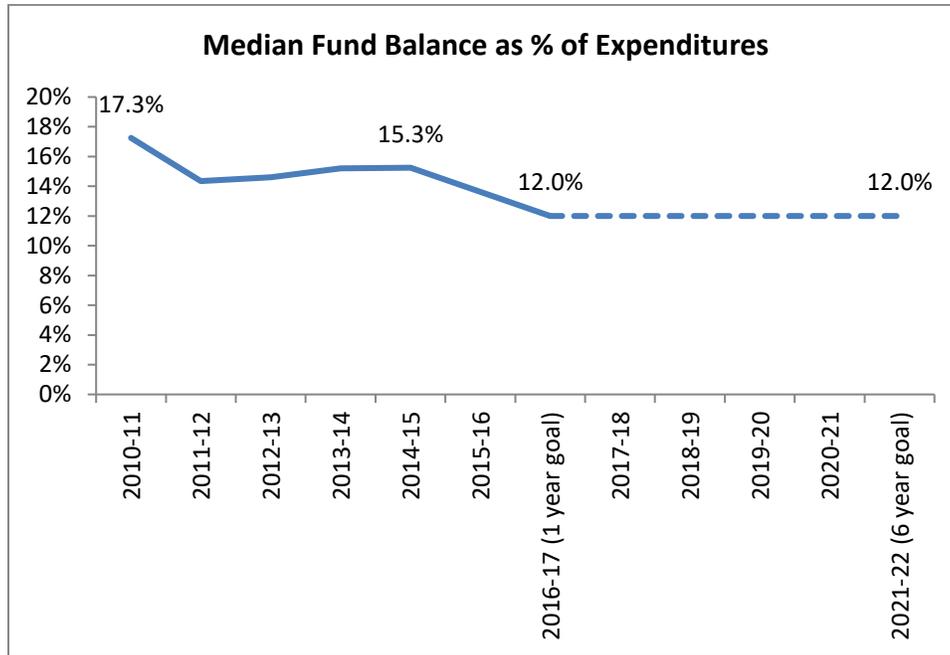
| Indicator # | Indicator Description | # of Colleges | # of Colleges Where Only Indicator Chosen |
|-------------|------------------------------|---------------|---|
| 9 | Completion Rate – Unprepared | 59 | 48 |
| 11 | Remedial Rate – Math | 47 | 26 |
| 12 | Remedial Rate – English | 28 | 7 |
| 13 | ESL Rate | 14 | 3 |
| | Multiple indicators chosen | 25 | |
| | Identified own indicator* | 5 | |

* 5 Unique indicators identified by colleges

1. Over the past 5 years, only 22.01% of entering students complete college level English within 1 year. Our one year goal is to increase this number to 26% and our six year goal to increase this amount to at least 33%. Over the past 5 years, only 18.54% of entering students complete college level/degree applicable math within their first year. Our one year goal is to increase this number to 22% and our six year goal is to increase this number to at least 29%.
2. Increase basic skills student use of academic support services from the five year average by 1% each of the next 6 years.
3. Increase persistence of students who start in math and English basic skills courses.
4. The college will increase the number of students progressing through the Basic Skills courses into college level by 2% (at each course entry level, in both English and math).
5. Basic Skills Students: 2016-17 Goal: 46.6%; 6-year goal: 50.0% Metric is defined as: First time, no prior college students who assessed into pre-collegiate math and English and assessed as low-hope, fixed-mindset on non-cognitive metrics. Outcome Measure: Persistence across first three primary terms.

IEPI Data: Required District Goals

Fiscal Viability Indicator: Fund Balance



Note 1: *Fund Balance* – The ending unrestricted general fund balance as a percentage of total expenditures. This indicator demonstrates the district’s ability to maintain solvency and adjust to unforeseen circumstances.

Note 2: The data through 2014-2015 are actual historical data. The data for years 2015-2016 to 2021-2022 are imputed given the proposed goals for years one and six.

Median Proposed Increase

| Statistic | Fund Balance % (2014-15) | ΔShort-Term | ΔLong-Term |
|----------------|--------------------------|--------------|--------------|
| Median | 15.3% | -3.3% | -3.3% |
| Std. Deviation | 7.7 | -1.1 | -1.8 |
| Minimum | 3.9 | +0.1 | +1.1 |
| Maximum | 36.3 | -4.5 | -7.8 |

Programmatic Compliance Indicators

of districts with “unmodified” history/goals (n = 72)

Financial Audit

| | |
|--|----|
| “Unmodified findings” in 2014-2015 | 72 |
| Short-term goal of “unmodified findings” (1 year goal) | 72 |
| Long-term goal of “unmodified findings” (6 year goal) | 72 |

State Compliance

| | |
|--|----|
| “Unmodified findings” in 2014-2015 | 57 |
| Short-term goal of “unmodified findings” (1 year goal) | 72 |
| Long-term goal of “unmodified findings” (6 year goal) | 72 |

Federal Award/Compliance

| | |
|--|----|
| “Unmodified findings” in 2014-2015 | 72 |
| Short-term goal of “unmodified findings” (1 year goal) | 72 |
| Long-term goal of “unmodified findings” (6 year goal) | 72 |

Note: Audit Findings – The modified auditor’s report and/or internal control issues (material weaknesses and/or significant deficiencies) in their financial statements, state programmatic compliance, and federal program compliance as identified in the annual independent audit. These indicators demonstrate the district’s internal control structure and their ability to operate within state and federal program guidelines.

IEPI OPTIONAL GOALS DATA

College Indicators

| Type | Short-Term | | | | | Long-Term | | | |
|--|------------|--------|-------|-------|----|-----------|-------|-------|----|
| | 2014-2015 | Median | Min. | Max. | N | Median | Min. | Max. | N |
| <i>Completion Rate (Scorecard)</i> | | | | | | | | | |
| Overall | 44.9% | 44.7% | 31.4% | 68.0% | 53 | 48.2% | 33.8% | 72.2% | 53 |
| <i>Change from 14/15</i> | | -0.2 | +7.8 | +2.4 | | +3.3 | +10.2 | +6.6 | |
| College-Prepared | 68.3 | 69.0 | 44.7 | 85.0 | 48 | 72.4 | 54.7 | 89.0 | 48 |
| <i>Change from 14/15</i> | | +0.7 | +4.2 | +4.5 | | +4.1 | +14.2 | +8.5 | |
| Unprepared | 37.4 | 40.0 | 27.9 | 61.0 | 80 | 42.8 | 29.6 | 62.0 | 80 |
| <i>Change from 14/15</i> | | +2.6 | +7.0 | +1.1 | | +5.4 | +8.7 | +2.1 | |
| <i>Remedial Rate (Scorecard)</i> | | | | | | | | | |
| Remedial Math | 32.8 | 32.0 | 10.1 | 54.5 | 71 | 35.0 | 12.6 | 57.0 | 71 |
| <i>Change from 14/15</i> | | -0.8 | +0.2 | +1.1 | | +2.2 | +2.7 | +3.6 | |
| Remedial English | 43.4 | 43.2 | 23.4 | 74.0 | 68 | 48.1 | 25.9 | 77.0 | 67 |
| <i>Change from 14/15</i> | | -0.3 | +2.2 | -0.3 | | +4.7 | +4.7 | +2.7 | |
| Remedial ESL | 23.8 | 24.6 | 0.8 | 60.8 | 43 | 25.1 | 2.0 | 65.0 | 42 |
| <i>Change from 14/15</i> | | +0.8 | -0.6 | -4.9 | | +1.3 | +0.6 | -0.7 | |
| <i>Career Technical Education Rate (Scorecard)</i> | | | | | | | | | |
| CTE | 50.9 | 52.0 | 20.0 | 76.6 | 49 | 57.0 | 40.0 | 96.6 | 49 |
| <i>Change from 14/15</i> | | +1.1 | -16.2 | +8.1 | | +6.1 | +3.8 | +28.1 | |

Note 1: *Completion Rate* – The percentage of first-time students with a minimum of 6 units earned who attempted any math or English during the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or Credit Certificate (Chancellor’s Office approved).
- Transferred to a four-year institution (students enrolled at any four-year institution of higher education after enrolling at a CCC).
- Achieved “Transfer Prepared” (students who successfully completed 60 UC/CSU transferable units with a GPA >= 2.0).

Note 2: *Remedial Progress Rate* – The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math, and successfully completed a college-level course in math within six years.
- English, and successfully completed a college-level course in English within six years.
- ESL, and successfully completed a college-level ESL course or a college-level English course within six years.

Note 3: *Career Technical Completion Rate (CTE)* – The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C), and achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or Credit Certificate (Chancellor’s Office approved).
- Transferred to a four-year institution (students enrolled at any four-year institution of higher education after enrolling at a CCC).
- Achieved “Transfer Prepared” (students who successfully completed 60 UC/CSU transferable units with a GPA >= 2.0).

**College Indicators: Proposed Increase in Degrees, Certificates, and FTES
(for colleges providing optional goals only)**

| College | Degree | | | Certificate | | | FTES | | |
|---------|--------|-------------|-------------|-------------|-------------|-------------|----------|-------------|-------------|
| | 2014 | 1 Year Goal | 6 Year Goal | 2014 | 1 Year Goal | 6 Year Goal | 2014 | 1 Year Goal | 6 Year Goal |
| 1 | 1475 | 1603 | 1923 | 724 | 792 | 960 | 11312.3 | 11657.5 | 12520.5 |
| 2 | 1011 | 1030 | 1120 | 286 | 290 | 325 | 14479.2 | 15580 | 16500 |
| 3 | 274 | 317 | 334 | 13 | 14 | 15 | 2641.4 | 2500 | 2700 |
| 4 | 240 | 252 | 322 | 229 | 401 | 512 | 4768.4 | | |
| 5 | 1356 | 1200 | 1202 | 773 | 681 | 682 | 18177.0 | 17800 | 18000 |
| 6 | 2137 | 1520 | 1969 | 888 | 1036 | 1447 | 14858.2 | 15584 | |
| 7 | 1879 | 1898 | 2067 | 680 | 689 | 748 | 5854.4 | 6460 | 6500 |
| 8 | 236 | 250 | 310 | 321 | 70 | 80 | 3799.3 | 3850 | 4000 |
| 9 | 1359 | 1500 | 1800 | 657 | 900 | 1000 | 15534.5 | 16248 | 17754 |
| 10 | 445 | 458 | 472 | 170 | 175 | 180 | 4168.3 | | |
| 11 | 174 | 175 | 175 | 103 | 121 | 121 | 2677.1 | 2702 | 2702 |
| 12 | 250 | 242 | 242 | 96 | 158 | 189 | 1900.9 | 1950 | 2100 |
| 13 | 316 | 317 | 324 | 104 | 106 | 110 | 5309.28 | | |
| 14 | 182 | 209 | 237 | 75 | 85 | 95 | 1432.3 | | |
| 15 | 969 | 988 | 1027 | 188 | 192 | 199 | 7246.0 | 8220 | 8360 |
| 16 | 950 | 931 | 940 | 391 | 393 | 397 | 11380.4 | | |
| 17 | 1701 | 1568 | 2100 | 574 | 568 | 675 | 19492.6 | 19600 | 20000 |
| 18 | 1977 | 2079 | 2232 | 410 | 510 | 659 | 20111.9 | | |
| 19 | 533 | 541 | 549 | 51 | 58 | 59 | 6461.6 | 6727 | 6827 |
| 20 | 1251 | 1225 | 1225 | 782 | 797 | 875 | 17234.1 | 17482 | 18721 |
| 21 | 440 | 450 | 501 | 405 | 415 | 600 | 5331.9 | 5548.8 | 6126.3 |
| 22 | 1135 | 1141 | 1170 | 1345 | 1352 | 1386 | 9696.0 | 10540 | 10802 |
| 23 | 784 | 832 | 964 | 521 | | | 7260.0 | | |
| 24 | 1129 | 1200 | 1300 | 0 | | | 6918.5 | 6987 | 7337 |
| 25 | 238 | | 220 | 94 | | 150 | 1881.7 | | 1900 |
| 26 | 317 | 303 | 325 | 65 | 50 | 55 | 3099.28 | | |
| 27 | 818 | 800 | | 244 | 200 | | 9941.31 | 9754 | |
| 28 | 621 | 623 | 634 | 143 | 147 | 167 | 6606.97 | 6803.5 | 7785.7 |
| 29 | 1457 | 1480 | 1634 | 436 | 574 | 633 | 14830.95 | 15024 | 15948 |

| College | Degree | | | Certificate | | | FTES | | |
|---------|--------|-------------|-------------|-------------|-------------|-------------|----------|-------------|-------------|
| | 2014 | 1 Year Goal | 6 Year Goal | 2014 | 1 Year Goal | 6 Year Goal | 2014 | 1 Year Goal | 6 Year Goal |
| 30 | 1499 | 1220 | 1256 | 148 | 205 | 211 | 11332.86 | 11000 | 11330 |
| 31 | 527 | 485 | 552 | 214 | 300 | 324 | 6606.27 | 6833 | |
| 32 | 1720 | 1750 | 1800 | 147 | 150 | 200 | 10897.88 | 11800 | 13000 |
| 33 | 819 | 833 | 901 | 142 | 144 | 156 | 6401.38 | 6529.4 | 7209 |
| 34 | 891 | 800 | 900 | 45 | 45 | 50 | 8760.5 | 8750 | 9000 |
| 35 | 1959 | 1978 | 2524 | 1753 | 509 | 590 | 17266.66 | 18328.8 | 19073 |
| 36 | 636 | 650 | 700 | 380 | 400 | 450 | 5239.63 | | |
| 37 | 148 | 151 | 166 | 47 | 48 | 53 | 1934.15 | 2000 | 2100 |
| 38 | 3149 | 3500 | 4000 | 718 | 650 | 800 | 24587.86 | 25000 | 25000 |
| 39 | 368 | 297 | 368 | 97 | 105 | 128 | 3052.97 | 3091.8 | 3308.6 |
| 40 | 814 | 825 | 850 | 490 | 500 | 525 | 10688.7 | 11000 | 11000 |
| 41 | 1647 | | | 476 | | | 15259.29 | 15913.5 | 17184.5 |
| 42 | 981 | 828 | 968 | 314 | 320 | 360 | 10330.01 | | |
| 43 | 1491 | 1312 | 1413 | 297 | 333 | 349 | 19022.11 | | |
| 44 | 702 | | | 506 | | | 8828.45 | 11072 | 15000 |
| 45 | 2296 | | | 521 | | | 16002.87 | 16336 | 17200 |
| 46 | 594 | 574 | 582 | 402 | 448 | 455 | 6223.73 | 6727 | 6827 |
| 47 | 1860 | 1953 | 2000 | 1222 | | | 17164.01 | | |
| 48 | 1356 | | | 246 | | | 6998.74 | 8400 | 8568 |
| 49 | 340 | | | 44 | | | 2597.73 | 2623 | 2676 |
| 50 | 900 | 1000 | 1200 | 155 | 250 | 278 | 9078.77 | 9485 | 10000 |
| 51 | 264 | | | 332 | | | 1944.9 | 1883 | |
| 52 | 459 | | | 30 | | | 3369.53 | 3498 | |
| 53 | 281 | 262 | 274 | 3 | 8 | 8 | 1847.23 | 1900 | 2438 |
| 54 | 701 | 655 | 662 | 91 | 76 | 77 | 5863.55 | 5523.9 | 5578.64 |

Note 1: *Completion of Degrees/Certificates* – Number of Associate Degrees or Certificates completed in an academic year. Chancellor's Office approved awards are Associate of Arts, Associates of Science, Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units.

Note 2: *Full-Time Equivalent Students* – Annual number of funded full-time equivalent students. This indicator demonstrates the district's primary source of unrestricted general fund revenue.

Optional College Choice Indicator (n = 32)

Thirty-two colleges set goals on additional, optional metrics. Twenty-two of those colleges set goals on existing Scorecard, DataMart and/or IEPI indicators.

| Indicator | Original Source | # of Colleges |
|------------------------------|-----------------|---------------|
| Momentum Points | | |
| 30 Units | Scorecard | 3 |
| Persistence | Scorecard | 1 |
| Academic Outcomes/Completion | | |
| CTE Rate | Scorecard* | 3 |
| # of Certificates | Datamart* | 1 |
| # of Degrees | Datamart* | 2 |
| Remedial ESL | Scorecard* | 6 |
| Completion Rate | Scorecard* | 5 |
| Course Completion | | |
| Course Completion Rate | Datamart* | 1 |

* Denotes a metric that is also in the IEPI Indicator Portal.

Ten colleges set goals on metrics not already in the Scorecard, Datamart, or IEPI Indicator Portal. Those goals are listed below.

1. Our College Choice Indicator is focusing on persistence. We examined our data by subgroup and set objectives that will help Shasta College mitigate disproportional impact between ethnic groups. We will track persistence of all students from fall to spring. Our short term goal is 70% and long term goal is 74%
2. The district has locally set Population Participation Rates, a measure we use to ensure we are adequately reaching out to, and serving, our community. In 2014/2015, the District's Population Participation Rate was 12.1%. Short and long term goals are listed below: Population Participation Rate One-year goal (for 2016/2017): 12.2% Six-year goal: 12.3%
3. 75% of our incoming degree-seeking students to take a transfer-level English class within three semesters.
4. The college will be tracking the result submission rate for Course SLOs and Service Area Outcomes. During Fall 15 63% of the courses offered had SLO results submitted. Assessment results are recorded in TracDat which allows us to pull down SLO reports and accurately assess which courses are being assessed and which are not. The Year one goal for this task is to see the rates of Course SLO and Service Area Outcomes result submission to increase to 80% with a long term goal of 100%.
5. Student Equity: There will be no more than a 5 percentage point gap between the annual course completion rate for targeted (African American, Filipino, Latino/a) students and all other groups. The current rate is 68% and we would like to achieve 72% in 6 years.

6. Among students who enter with the intent to get a degree, certificate, or transfer, how many students persist to enroll in a third consecutive semester? The college is interested in tracking students who enter the college but are not identified in any categorical program as freshman. With the help of our new Director of Institutional Research and new Data Analyst (June and August 2016) the college will begin the dialogue and data review of students who are in the "murky middle", which preliminary reports indicate can be up to 50% of new students each year.
7. The college has selected unduplicated Associate Degree recipients. This indicator reflects the number of individual students who are awarded degrees each year rather than the total number of awards conferred. Institutionally Set Standard is 525 for Associate Degree award recipients.
8. Percentage of students with comprehensive education plans completed. 71% short term. Continue to increase the rate by 1% for the following five years.
9. Decrease the percentage of students who are placed into remedial math.
10. Successful Course Completion Spring Terms. The college has chosen to focus on spring term course success rates to balance the required fall term course success rates. Using the same methodology to identify target rates for spring terms, the following goals have been identified: 1 Year--85.0% 6 Year--86.0%

**District Indicators: Median Proposed Increase in
Annual Operating Excess, Cash Balance, and Salary/Benefits
(for districts providing optional goals only)**

| College | Salary | | | Operating Excess | | | Cash Balance | | |
|---------|---------|-------------|-------------|------------------|-------------|-------------|--------------|-------------|-------------|
| | 2014/15 | 1 Year Goal | 6 Year Goal | 2014/15 | 1 Year Goal | 6 Year Goal | 2014/15 | 1 Year Goal | 6 Year Goal |
| 1 | 86.7 | 86.4 | 85 | 2,063,067 | -1,684,738 | 250,000 | 21,275,057 | 12,000,000 | 13,500,000 |
| 2 | 83.4 | 83.4 | 83.4 | -1,657,297 | | | 4,207,019 | 3,500,000 | 3,000,000 |
| 3 | 89.9 | 91.5 | 89 | 8,128,072 | -1,603,890 | -1,500,000 | 25,301,992 | 19,653,753 | 6,952,050 |
| 4 | 88.1 | 88 | 85 | -539,136 | | 2,000,000 | 49,784,094 | 40,000,000 | 30,000,000 |
| 5 | 87.8 | 87.4 | 88.2 | -393,558 | 75,000 | | 1,661,605 | 2,630,835 | 2,770,835 |
| 6 | 86.6 | 86.9 | 86.9 | 673,670 | | | 19,282,555 | 7,000,000 | 8,000,000 |
| 7 | 79.9 | 84 | 80 | 127,855 | 1,147,816 | | 3,200,640 | 4,815,298 | 5,000,000 |
| 8 | 91.4 | 90 | 85 | 642,905 | 500,000 | 1,200,000 | 8,217,502 | 9,000,000 | 9,000,000 |
| 9 | 83 | 79 | 79 | 1,994,753 | | | 49,857,942 | 23,000,000 | 23,000,000 |
| 10 | 79.1 | 78 | 78 | 540,847 | | | 3,234,349 | | |
| 11 | 83.4 | 81 | 82 | 3,076,635 | 1,500,000 | 2,000,000 | 14,367,910 | 8,000,000 | 8,000,000 |
| 12 | 73.7 | 77 | 77 | -127,088 | 200,000 | 200,000 | 1,542,684 | 1,770,000 | 2,225,000 |
| 13 | 89.7 | 88 | 86 | -6,902,919 | -3,606,413 | 1,500,000 | 25,854,704 | 20,000,000 | 25,000,000 |
| 14 | 84.3 | 85.1 | | 1,263,078 | 1,359,563 | | | | |
| 15 | 85.7 | 85 | 85 | -1,349,565 | | | 61,918,616 | 40,000,000 | 40,000,000 |
| 16 | 85.3 | 85.4 | 86.3 | -2,237,588 | -942,039 | 856,509 | 23,494,335 | 8,285,015 | 8,105,989 |
| 17 | 88.3 | 89 | 89 | -4,725,993 | 25,000,000 | 2,000,000 | 64,051,103 | 65,000,000 | 50,000,000 |
| 18 | 87 | 85 | 85 | -562,149 | | | 31,070,867 | 25,000,000 | 30,000,000 |
| 19 | 83.2 | 85 | 85 | -653,269 | 1,000,000 | 1,000,000 | 7,940,490 | 4,000,000 | 4,000,000 |
| 20 | 85.9 | 85 | 85 | 599,386 | | | 19,872,054 | 20,000,000 | 20,000,000 |
| 21 | 71.7 | 82 | 82 | 424,942 | 1,169,000 | 1,169,000 | 1,352,581 | 1,870,000 | 1,870,000 |
| 22 | 86.5 | 87 | 85 | -1,184,469 | | | 3,513,663 | 7,900,000 | 7,900,000 |
| 23 | 88.4 | 88 | 88 | 10,289,867 | | | 51,350,104 | | |
| 24 | 88.1 | 88 | 88 | 3,781,235 | 1,000,000 | | 70,125,962 | 30,000,000 | 41,000,000 |
| 25 | 87.6 | 75 | 75 | 767,028 | 750,000 | 800,000 | 11,143,743 | 13,000,000 | |
| 26 | 88.2 | 75.8 | | 5,364,863 | -454,009 | | 63,626,607 | | |
| 27 | 87 | 88 | 86 | -39,268 | 2,000,000 | | 19,712,103 | 24,763,284 | 15,460,200 |
| 28 | 86 | 86 | 86 | 48,463 | 381,409 | | 5,242,689 | 3,551,234 | 3,650,000 |

Note 1: *Salary and Benefits* – Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures. This indicator demonstrates the district’s ability to support other operating expenses.

Note 2: *Annual Operating Excess/(Deficiency)* – Net increase or decrease in unrestricted general fund balance. This indicator demonstrates the district’s ability to maintain current expenses within current revenues.

Note 3: *Cash Balance* – Unrestricted and restricted general fund cash balance, excluding investments. This indicator demonstrates the district’s ability to fund operating expenses from internal resources.