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October 17, 2017

**TO:**       Superintendents/ Presidents
             Chief Business Officers
             Chief Student Services Officers
             Chief Instructional Officers

**FROM:**     Theresa Tena, Vice Chancellor
             Institutional Effectiveness Division

**SUBJECT:**  Requirement and Process for Adopting Institutional Effectiveness (IE)
             Goals Framework and Setting Year-Four IE College/District Goals

This memorandum formally notifies colleges/districts of the requirement that each college develop, adopt and post a goals framework as mandated by enacted legislation.  In addition, it provides information about the Year-Four Framework of Indicators, a training webinar, and the process of adopting and posting college/district goals.  More information can be found at http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx or http://iepi.cccco.edu/indicators.

**Background:**  In 2014, the California legislature established a system of indicators and goals to encourage California community colleges and districts to improve fiscal and operational effectiveness, while also reducing accreditation sanctions and audit findings.  Pursuant to Education Code section 84754.6, the Board of Governors (BOG) adopted the Year-Four goals framework at its July 17, 2017 meeting to measure the ongoing condition of California community college/ districts' operational environment.  This statute also requires that, as a condition of receipt of Student Success and Support Program funds, each college develop, adopt and post a goals framework that addresses, at a minimum, the following four areas:  (1) student performance and outcomes, (2) accreditation status, (3) fiscal viability, and (4) programmatic compliance with state and federal guidelines.  In accordance with statute, the Chancellor will also post system-wide goals adopted by the BOG along with the locally developed and adopted college/district goals by June 30, 2018.

**Adopting Framework and Year-Four Goals:**  Each college should adopt the BOG approved framework of indicators and set both short-term (1-year) and long-term (6-year) goals for the Year-Four indicators designated as "Required" in the Indicator Portal.  In addition to the required goals, colleges/districts may choose to adopt some or all of the goals designated as "Optional."  Please see the attached BOG Agenda Item 2.7 (July 2017) for new goal setting requirements.  The process a college uses to adopt the framework and set goals should be locally determined, but colleges are encouraged to ensure that all appropriate constituency groups (e.g., Academic Senate, Classified Staff, and Student Senate) are engaged in a manner consistent with the college's collegial consultation process.

**Certifying/Posting Framework and Goals:** Like the previous three Framework of indicators goal setting cycles, the Institutional Effectiveness Online Indicator Portal will soon be available for posting goals and can be accessed at https//:misweb.cccco.edu/ie/. A unique district password for posting college's/district's goals to the portal was sent to your district's Chief Information Systems Officer and should be shared as appropriate.

**Framework of Indicators Webinar:** To support your institution with Year-Four Framework of Indicators goal setting, the Institutional Effectiveness Division plans to host a webinar in March 2018; details for the webinar will be announced soon.

**Action Requested:** By Friday, June 15, 2018, adopt the BOG-approved goals framework; and develop, adopt and post Year-Four goals. The Chancellor's Office will post each college's/district's goals on the institutional effectiveness website before June 30, 2018.

**Contact:** If you have any questions about the Year-Four Framework of Indicators, please feel free to contact me at ttena@cccco.edu or Jeff Spano, Dean of Institutional Effectiveness at jspano@cccco.edu.

Attachments:
BOG Agenda Item 2.7 (July 2017)

cc: Chief Information Systems Officer
    President, CCC Statewide Academic Senate

# The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS
DATE: July 17, 2017

| SUBJECT: Institutional Effectiveness, Framework of Indicators | | Item Number: 2.7 | |
|---|---|---|---|
| | | Attachment: Yes | |
| CATEGORY: | Institutional Effectiveness | TYPE OF BOARD CONSIDERATION: | |
| Recommended By:  *Theresa Tena*  Theresa Tena, Vice Chancellor | | Consent/Routine | |
| | | First Reading | |
| Approved for Consideration:  Eloy Ortiz Oakley, Chancellor | | Action | X |
| | | Information | |

**ISSUE:** This item requests the Board of Governors' adoption of the Institutional Effectiveness Partnership Initiative (IEPI) 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.*
>
> *By June 30, 2015 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 **(Background cont.)***

**RECOMMENDED ACTION:** It is recommended that the Board of Governors adopt the Year-Four IEPI Framework of Indicators, which includes minor modifications to previous Frameworks.

*(Background cont.)*

For the last three years, the Institutional Effectiveness Partnership Initiative's (IEPI) Framework of Indicators process has provided an opportunity for California community college professionals to set short- and long-term aspirational goals for their institutions. It also helps colleges and districts strengthen cross-silo communication and engender a shared commitment to local institutional improvement and student success. Since its implementation, local participation in the Framework of Indicators goalsetting process has been engaged and punctual. Colleges and districts tend to identify more than the required number goals, and to date, all 113 colleges certified that they have adopted, developed, and posted their goals frameworks by the annual deadline, June 15.

*A summary of the Year-Three Framework of Indicators goalsetting cycle[1]:* Although there were no new required goals in the Year-Three Framework the IEPI Advisory Committee's Indicators Workgroup added eight new optional college-level goals related to student performance and three district-level goals. The Board of Governors adopted the Year-Three Framework on November 14, 2016.

To provide helpful information about the Year-Three Framework, IEPI hosted a Framework of Indicators Portal webinar and two regional IEPI Indicators workshops. These trainings were well attended, with more than 100 California community college professionals participating in the webinar and 60 attending the regional workshops.

*Preparation for the Year-Four Framework of Indicators goalsetting cycle*: Congruent with previous goalsetting cycles, the development of the Year-Four Framework and goalsetting process has evolved through collaboration with community college partners and stakeholders. An important recommendation from IEPI's collaborators included seeking early adoption of the Year-Four Framework by the Board of Governors. An early adoption of the Year-Four Framework will allow colleges and districts added time to work together to adopt, develop, and post local goals.

**ANALYSIS:** In Year-Four, the goal of this effort is to continue to build upon metrics already collected and reported by colleges and districts. Colleges and districts will post locally developed and adopted goals using approved metrics by Friday, June 15, 2018. The Indicators Workgroup has proposed several modifications to the Framework for the Year-Four goalsetting cycle. Below is a summary of the proposed modifications.

**Proposed Modifications:**
- Adjust the requirement to set a goal for the *Successful Course Completion* indicator from required to optional
- Adjust the *Number of Degrees* indicator so that CTE and non-CTE award rates are listed separately
- Add a *Combined Number of Degrees and Certificates* indicator and require colleges to set both a short-term (1 year) goal and long-term (6 year) goal
- Require colleges to set a long-term (6 year) goal for the *Median Time to Degree* indicator
- Require colleges to set a long-term (6 year) goal for *Completion Rate-Overall*
- Require colleges to set short- and long-term *Transfer-Level Achievement* goals from at least one of the indicators for Math or English after one or two years

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

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[1]The Year-Three Framework of Indicators certification of completion forms were due on Thursday, June 15 2017. The CCCCO received certifications from all 113 colleges at the time this agenda item was written.

| College/District Indicator | Required/ Optional Indicator | Brief Definition |
|---|---|---|
| **Student Performance and Outcomes** | | |
| Completion rate (Scorecard): | Optional | Percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who completed a degree, certificate or transfer-related outcomes |
| • College-prepared | Optional | Student's lowest course attempted in Math and/or English was college level |
| • Unprepared for college | Optional | Student's lowest course attempted in Math and/or English was pre-collegiate level |
| • Overall | Required | Student attempted any level of Math or English in the first three years **(Only the long-term goal is required)** |
| Noncredit college choice | Optional | Each college may self-identify an indicator related to noncredit and provide a narrative of the result. This can, but is not required to be noncredit course success rate |
| College Choice Student Achievement (Basic Skills) | Required: at least one indicator must be selected for the college choice student achievement indicator | College must set a goal focused on unprepared students or basic skills students from Unprepared Completion Rate, Remedial Rate, or Transfer-level completion rate. College must identify which indicator has been chosen (Short- and long-term goals are required) |
| Remedial rate (Scorecard): | Optional | Percentage of credit students tracked for six years through 2016-17 who started first time in 2011-12 below transfer level in English, math and/or ESL and completed a college-level course in the same discipline |
| • Math | Optional | See above |
| • English | Optional | See above |
| • ESL | Optional | See above |
| Transfer-level achievement rate years 1 and 2 | Required: at least one indicator must be selected for the college choice transfer-level achievement indicator | Percentage of degree, certificate and/or transfer-seeking students starting first time in 2015-16 tracked for one and two years through 2016-17 who completed transfer-level math/English course **(Short- and long-term goals are required)** |
| • Math year 1 | Optional | Completed transfer-level math in year 1 |
| • Math year 2 | Optional | Completed transfer-level math in year 1 or year 2 |
| • English year 1 | Optional | Completed transfer-level English in year 1 |
| • English year 2 | Optional | Completed transfer-level English in year 1 or year 2 |
| CTE rate (Scorecard) | Optional | Percentage of students tracked for six years through 2016-17 who started first time in 2011-12 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) | Optional | Percentage of students who earn a grade of "C" or better or "credit" in the fall term |
| Completion of non-CTE degrees (DataMart) | Optional | Number of associate degrees completed in 2016-17 |
| Completion of CTE degrees (DataMart) | Optional | Number of CTE associate degrees completed in 2016-17 |
| Combined degrees and certificates (DataMart) | Required | Number of associate degrees and Chancellor's Office approved certificate completed in 2016-17 **(Short- and long-term goals are required)** |
| Completion of certificates (DataMart) | Optional | Number of Chancellor's Office-approved certificates completed in 2016-17 |
| Number of low-unit certificates | Optional | Number of non-Chancellor's Office-approved certificates completed in 2016-17 |
| Number of CDCP awards | Optional | Number of Career Development-College Preparation awards completed in 2016-17 |

| Number of students who transfer to 4-year institutions (DataMart) | Information Only | Number of students who transfer to a four-year institution, including CSU and UC, 2016-17[1] |
|---|---|---|
| CTE Skills Builders | Optional | The median percentage change in wages for students who completed higher level CTE coursework in 2014-2015 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 | Required | Median number of academic years needed to obtain an AA, AS or ADT **(Only the long-term goal is required)** |
| District participation rate | Optional | Percentage of 18-24 year olds living within district boundaries who are enrolled in at least one of the district's colleges |
| **Accreditation Status** | | |
| Accreditation status | Required | Latest ACCJC action (status code) |
| | | Fully Accredited - No Action (FA-N); Fully Accredited - Reaffirmed (FA-RA); Fully Accredited - Sanction Removed (FA-SR); Fully Accredited - Sanction Removed and Reaffirmed (FA-SR/RA); Fully Accredited - Warning (FA-W);  Fully Accredited - Probation (FA-P); Fully Accredited - Show Cause (FA-SC); Fully Accredited - Pending Termination (FA-PT); Accreditation Terminated (T) (No longer used by the accrediting agency after July 2015); Accreditation Withdrawn (WD); Fully Accredited - Restoration (FA-RS); Initial Accreditation (IA); Re-Application for Accreditation (RE-AP) **(Short- and long-term goals required)** |
| Date of next visit | Optional | Informational item - no target collected. |
| **Fiscal Viability** | | |
| Salary and Benefits | Optional | Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures |
| Full-Time Equivalent Students | Optional | Annual number of full-time equivalent students |
| Annual Operating Excess/(Deficiency) | Optional | Net increase or decrease in unrestricted general fund balance |
| Fund Balance | Required | Ending unrestricted general fund balance as a percentage of total expenditures **(Short- and long-term goals are required)** |
| Cash Balance | Optional | Unrestricted and restricted general fund cash balance, excluding investments |
| OPEB Liability | Optional | 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 |
| **Programmatic Compliance with State and Federal Guidelines** | | |
| Audit Findings | All Required | Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements **(Short- and long-term goals are required)** |
| • Opinion for the Financial Statement | | See above |
| • State Compliance | | See above |
| • Federal Award/Compliance | | See above |
| **College Choice** | | |
| College Choice | Optional | Each college may self-identify an indicator related to any topic. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates |
| 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.<br>Each college is encouraged to engage in their local shared governance process to set goals (short term and long term) for the subsequent year. | | |