

# **Institutional Effectiveness Partnership Initiative (IEPI)**



***Framework of Indicators***

***Year Three***

***2017-18***

## **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.

## **Framework of Indicators**

Each college is required to develop, adopt and post a goals framework that address the following four areas:

1. Student performance and outcomes,
2. Accreditation status,
3. Fiscal viability,
4. Programmatic compliance with state and federal guidelines

For the year three framework (2017), there are eight required indicators:

1. Course completion rate
2. Accreditation status
3. Fund balance
4. Fiscal audit
5. State Compliance
6. Federal Compliance
7. Required College Choice – Basic Skills or Unprepared Students
8. Optional College Choice – Any Measure

## **Goals:**

Barstow Community College, through the participatory governance process, developed and adopted the required one-year and six-year goals along with several optional goals. These goals were developed, discussed and approved at the Student Success & Equity Committee on April 10, 2017. The recommended goals were then approved by the President's Shared Governance Council on April 26, 2017, the Academic Senate and Institutional Effectiveness Committees on May 4, 2017 and finally by the Board of Trustees on May 17, 2017.

The following framework presents the goals developed and adopted for each indicator along with historical data that demonstrate Barstow Community College's progress on each indicator.

College/District Indicator	Recent Performance			BCC Goals		Scorecard Definition
				Short Term	Long Term	
	2013-14	2014-15	2015-16	1 year (17-18)	6 years (22-23)	
<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	54.8%	55.9%	61.0%	<b>62.0%</b>	<b>64.0%</b>	Student's lowest course attempted in Math and/or English was college level
Unprepared for College	41.4%	31.9%	34.9%	<b>39.0%</b>	<b>44.0%</b>	Student's lowest course attempted in Math and/or English was pre-collegiate level
Overall	43.7%	34.4%	37.0%	<b>42.0%</b>	<b>47.0%</b>	Student attempted any level of Math or English in the first three years
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, Math, and/or ESL and completed a college-level course in the same discipline					
Math	31.9%	30.2%	31.0%	<b>32.0%</b>	<b>33.0%</b>	See above
English	36.0%	35.8%	37.9%	<b>38.0%</b>	<b>39.0%</b>	See above
ESL	N/A	N/A	3.7%	<b>4.0%</b>	<b>5.0%</b>	See above
Career Technical Education Rate (Scorecard)	40.3%	44.7%	36.5%	<b>40.0%</b>	<b>43.0%</b>	Percentage of students tracked for six years through 2015-16 who started first time 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)	72.1%	70.4%	73.6%	<b>73.0%</b>	<b>76.0%</b>	Percentage of students who earn a grade of "C" or better or "credit" in the fall term
Completion of Degrees (Datamart)	308	278	292	<b>305</b>	<b>317</b>	Number of associate degrees completed in 2015-16
Completion of Certificates (Datamart)	14	25	45	<b>45</b>	<b>54</b>	Number of Chancellor's Office-approved certificates completed in 2015-16
<b>COLLEGE CHOICE</b>						
Required College Choice:	A college must set a goal focused on unprepared students or basic skills students					
Student Achievement	<b>The college has set goals for all four of these indicators: items 11, 13, 14 &amp; 15</b>					

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<b>FISCAL VIABILITY</b>						
Fund Balance	36.3%	21.2%	30.8%	15.0%	15.0%	Ending unrestricted general fund balance as a percentage of total expenditures
Salary and Benefits	83.6%	83.4%	83.9%	80.0%	80.0%	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Annual Operating Excess / (Deficiency)	\$1,429,662	(\$1,657,297)	\$1,905,989	\$0	\$0	Net increase or decrease in unrestricted general fund balance
Cash Balance	\$3,768,085	\$4,207,019	\$6,770,922	\$3.5M	\$3.0M	Unrestricted and restricted general fund cash balance, excluding investments
OPEB Liability			0.0%	100.0%	100.0%	Self-reported % of the OPEB liability that the district's set-aside funds represents
Full-Time Equivalent Students	2,596.9	2,581.9	2,497.0	2,500.0	2,500.0	Annual number of full-time equivalent students
<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. 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				Yes	Yes	See above
State Compliance				Yes	Yes	See above
Federal Award/Compliance				Yes	Yes	See above
<b>ACCREDITATION STATUS</b>						
Accreditation Status	July 13 FA-W Feb 14 FA-W	July 14 FA-SR Feb 15 FA-N	July 15 FA-N Feb 15 FA-N	FA-N	FA-N	Latest ACCJC action:
						◆ Fully Accredited, No Action (FA-N)
						◆ Fully Accredited, Sanction Removed (FA-SR)
						◆ Fully Accredited, Warning (FA-W)
Date of Next Visit						Spring 2018

## 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.)*