

Institutional Effectiveness Partnership Initiative Workshop

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CALIFORNIA COMMUNITY COLLEGES

Overview of the Workshop

- Openers and Expectations
- What Is IEPI?
 - Context
 - Outcomes
 - Structure
 - Major Components
- Framework of Indicators
 - Overview and Definitions
 - College Goal Setting Process
 - Accessing Data and Setting Goals
- College Team Breakout Sessions
 - What Groups Should Participate in Process?
 - Process and Timeline for Year 1
 - Process and Timeline for Future Years
 - Refinements



SLOs for Today

- Participants will be able to describe the purpose and the major components of IEPI.
- Participants will be able to describe the indicators framework, requirements for setting goals and best practices for setting goals.
- Participants will be able to apply requirements and best practices to the context of their college in developing a goal-setting plan for their college.



Other Expectations

- What Else Do You Hope to Get Out of Today?



What's the Single Most Important Idea for Community College Effectiveness?



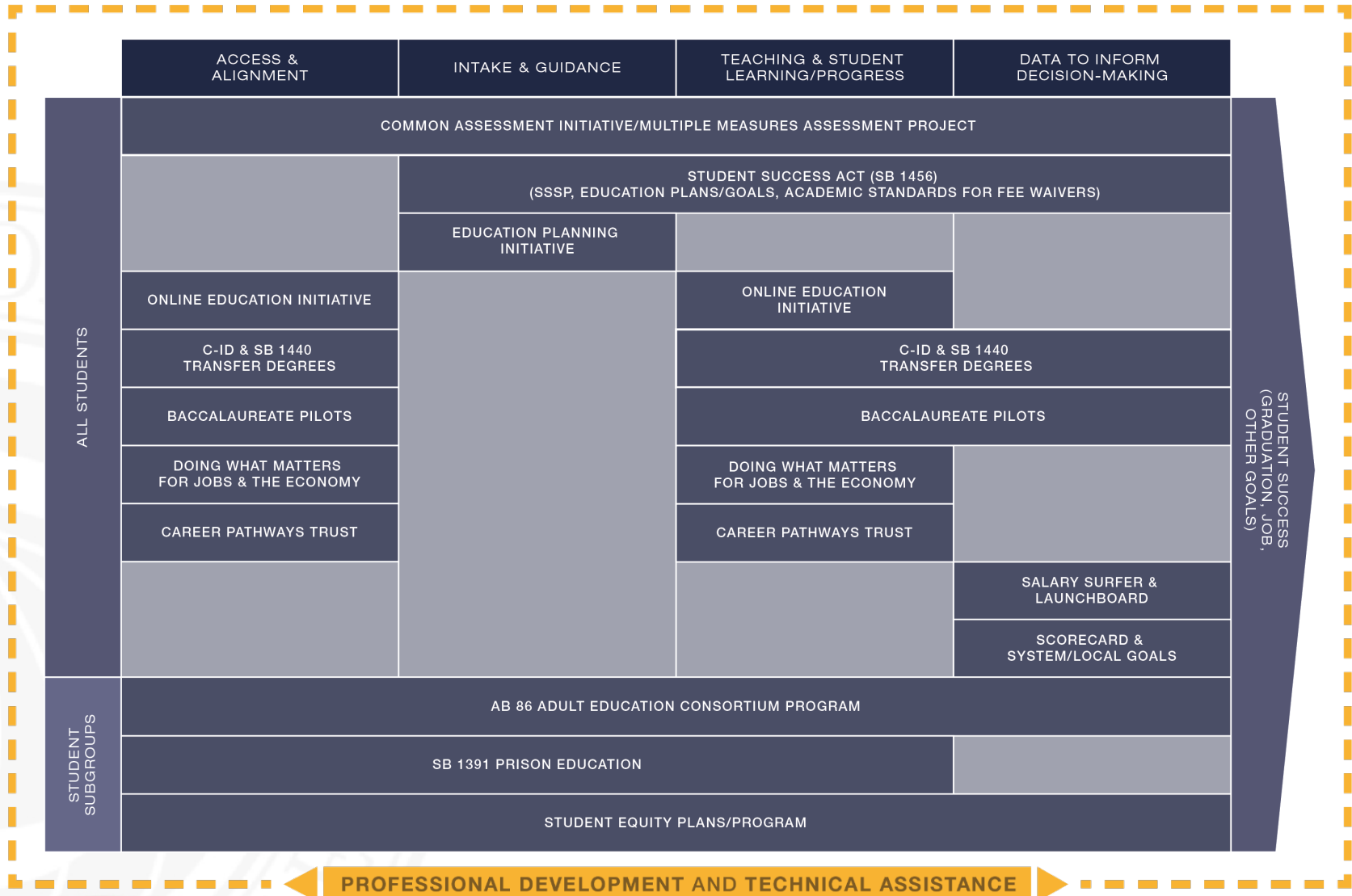
What Is the Context for Our Efforts?

California Community Colleges Are the Largest, Most Effective and Innovative System of Higher Education in the World!

- Celebrate Hundreds of Innovations from the 112 Community Colleges on Nearly Every Topic Imaginable
- Support Disseminating These Innovations and Effective Practices Throughout the System
- Recognize that 1 in 5 of Nation's Community College Students Attends a California Community College



Mapping New Statewide Initiatives: California Community Colleges Student Success Framework



What Is the Institutional Effectiveness Partnership Initiative? It Is:

- Designed to Advance Community Colleges' Institutional Effectiveness by Drawing on Expertise within the System
- Funded by California Community Colleges Chancellor's Office
- A Five-Year Grant (Ongoing): December 2014 to June 30, 2019
- \$2.5 million per year



What Are the Desired IEPI Outcomes?

- Continue to Advance California Community Colleges as the Most Effective System of Higher Education in the World
- Eliminate Accreditation Sanctions and Audit Findings at the Local College Level
- Expand Access for Our Students and Attainment of Their Educational Goals



What Is the Structure of the Initiative?

Executive Committee

- Chancellor's Office
- College of the Canyons
- Foothill College
- Academic Senate for CCC
- Success Center for CCC, Funded by the Kresge Foundation and Administered through the FCCC



Advisory Committee

- Nominations from 16 Statewide Organizations
- Appointments by the ASCCC
- Monthly Meetings Began January 26
- Advisory Committee Workgroups Provide Input on the Major Components of IEPI



What Are the Major Components of the IEPI?

- Framework of Indicators
- Professional Development
- Technical Assistance through Partnership Resource Teams (PRTs)
- Advocacy for Systemic and Policy Changes



What Is the Framework of Indicators?

- Is Required by Legislature
- Draws Heavily on Existing Resources for Year 1
- Was Developed by Advisory Committee Workgroup
- Draws in Part on Input from Fiscal Experts
- Is to Have v1.0 Implemented by June 30, 2015
- Includes:
 - Student Performance and Outcomes (e.g., Scorecard)
 - Accreditation Status
 - Fiscal Viability
 - Compliance w/State and Federal Programmatic Guidelines
- Much More Later in This Session



What Is the Focus of the Professional Development Component?

- Disseminate Effective Practices for Institutional Effectiveness
- Identify Pitfalls to Avoid
- Include an Online Clearinghouse Supplemented by Regional Workshops



What Is the Online Clearinghouse?

- Coordinated by Success Center for California Community Colleges, in Collaboration with TTIP South and Other Key Partners
- Pulls Together Hundreds of Resources by Topic (e.g. Integrated Planning, SLO Assessment, Basic Skills, Workforce Training, Board Governance, etc.), Highlighting Exemplary Practices
- Will Explore Modern Tools Such As Predictive Analytics (like Netflix and Amazon)



Professional Development Regional Workshops

- Complement Online Clearinghouse
- Host in the Northern, Central and Southern Parts of the State
- Coordinate and Co-present with Other Statewide Organizations Whenever Possible
- Started in March 2015



Professional Development Regional Workshop Topics in Spring/Summer

- During Today's Workshop:
 - What Is IEPI?
 - What are the New Indicators and Goals Colleges Need to Set this Spring?
 - 481 Participants from 104 Colleges and 23 District Offices
- Other Possible Topics for Spring and Summer:
 - Student Support Redefined
 - Enrollment Management
- Developing a Calendar for Year 2



How Will the Partnership Resource Team (Technical Assistance) Visits Be Structured?

Team Members' Expertise Designed to Match College Areas of Focus

Not Just a Single Visit: Each Team Commits to 3 Visits or More As Needed. Designed to:

- Understand Issues and Identify Scope of Support
- Develop Ideas for College's (2 Page) Innovation and Effectiveness Plan in Areas Such As:
 - Accreditation Issues
 - Budget, Fiscal, and Audit Issues
 - Integrated Planning
 - Board Governance
 - SLO Assessment Tools and Processes
- Follow Up Support As Needed



Partnership Resource Teams

- Grants of Up to \$150,000 as Seed Money to Expedite Implementation of College's Innovation and Effectiveness Plan (Available Until Funds Run Out)
- 20 College CEO Completed Letters of Interest So Far
- Review of Letters of Interest from College CEOs began March 12th
- Announcement of Scheduling in Late March
- Team Visits Start in April 2015



PRT Expert Pool

- Nominations from Statewide Organizations and Others
- Appointments from Academic Senate
- Over 110 Have Volunteered for Pool to Date
- Surveys Completed by Volunteers to Identify Strengths



Framework of Indicators, Part 2

- Initial Recommendation from Advisory Committee on February 5
- Reviewed at Consultation Council on February 19
- Updated Recommendation from Advisory Committee on Goals Framework Requirement, Including Timeline, March 9
- Data for Colleges Being Assembled by CCCCO and Sent to Colleges in March
- Framework of Indicators Approved by BOG on March 16



Indicators Continued

- Indicators Workgroup Is Developing Recommendations for v2.0
 - Additional Measures
 - Access
 - Student Equity (Connected to Student Equity Plan)
 - Timelines for Beyond Year 1
 - Integration with Other Indicator Systems and Goals



What Indicators Are in the Framework?

Student Outcomes

- Completion
 - Prepared
 - Unprepared
 - Overall
- Remedial Rate
 - Math
 - English
 - ESL
- CTE Completion Rate
- ***Course Completion Rate**
- Degrees
- Certificates
- Transfers

Accreditation Status

- ***Accreditation Status**

Fiscal Viability

- Salary and Benefits
- FTES
- Annual Operating Excess/Deficiency
- ***Fund Balance**
- Cash Balance

State and Federal Programmatic Compliance

- ***Overall Audit Opinion**

***Required Goals for Year 1**





STUDENT SUCCESS SCORECARD

Statewide

[Click here to select a different college](#)

[PROFILE](#)
[MOMENTUM POINTS](#)
[REMEDIAL](#)
[PERSISTENCE](#)
[30 UNITS](#)
[COMPLETION OUTCOMES](#)
[DEGREE/TRANSFER](#)
[CAREER TECHNICAL EDUCATION](#)

Completion

[Click here to view trend data](#)

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
70.2%		40.5%		48.1%	
Gender	%	Gender	%	Gender	%
FEMALE	73.2	FEMALE	41.7	FEMALE	49.2
MALE	67.3	MALE	39.2	MALE	46.9
Age	%	Age	%	Age	%
UNDER 20	72.3	UNDER 20	42.7	UNDER 20	50.9
20-24	60.1	20-24	31.6	20-24	37.2
25-39	52.2	25-39	32.2	25-39	35.2
40 OR OVER	44.3	40 OR OVER	32.2	40 OR OVER	33.9
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	65.0	AFRICAN AMERICAN	33.5	AFRICAN AMERICAN	37.5
AMERICAN INDIAN/ ALASKA NATIVE	61.3	AMERICAN INDIAN/ ALASKA NATIVE	31.7	AMERICAN INDIAN/ ALASKA NATIVE	37.6
ASIAN	80.8	ASIAN	57.2	ASIAN	65.7
FILIPINO	70.9	FILIPINO	44.1	FILIPINO	51.1
HISPANIC	63.5	HISPANIC	34.7	HISPANIC	39.1
PACIFIC ISLANDER	64.1	PACIFIC ISLANDER	37.2	PACIFIC ISLANDER	42.7
WHITE	69.8	WHITE	43.6	WHITE	52.5

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

*: Cohort fewer than 10 students

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 remedial level

OVERALL: Student attempted any level of Math or English in the first three years

[Methodology](#)

[View CDCP \(Non-credit\):](#)

[Career Development/College Preparation](#)

[View Printable Scorecard Reports:](#)

[Current Year](#)

[Five Year](#)



STUDENT SUCCESS SCORECARD

Statewide

[Click here to select a different college](#)

PROFILE	MOMENTUM POINTS			COMPLETION OUTCOMES	
	REMEDIAL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION

Remedial

[Click here to view trend data](#)

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

MATH		ENGLISH		ESL	
30.6%		43.6%		27.1%	
Gender	%	Gender	%	Gender	%
FEMALE	32.1	FEMALE	45.7	FEMALE	27.9
MALE	28.7	MALE	41.1	MALE	26.2
Age	%	Age	%	Age	%
UNDER 20	33.5	UNDER 20	48.8	UNDER 20	48.9
20-24	29.0	20-24	36.8	20-24	38.5
25-39	27.9	25-39	35.7	25-39	20.4
40 OR OVER	23.2	40 OR OVER	29.8	40 OR OVER	11.6
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	17.4	AFRICAN AMERICAN	28.9	AFRICAN AMERICAN	24.9
AMERICAN INDIAN/ ALASKA NATIVE	22.8	AMERICAN INDIAN/ ALASKA NATIVE	34.4	AMERICAN INDIAN/ ALASKA NATIVE	17.9
ASIAN	44.4	ASIAN	58.9	ASIAN	36.4
FILIPINO	35.5	FILIPINO	51.6	FILIPINO	30.1
HISPANIC	28.5	HISPANIC	40.0	HISPANIC	16.9
PACIFIC ISLANDER	26.7	PACIFIC ISLANDER	40.0	PACIFIC ISLANDER	28.7
WHITE	34.9	WHITE	47.9	WHITE	31.1

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

*: Cohort fewer than 10 students

[Methodology](#)

[View CDCP \(Non-credit\):](#)

[Career Development/College Preparation](#)

[View Printable Scorecard Reports:](#)

[Current Year](#)

[Five Year](#)



You are here : [Data Mart](#) > [Outcomes](#) > [Retention/Success Rate](#)

Credit Course Retention/Success Rate Summary Report - Parameter Selection Area

Select State-District-College

Statewide Search

Select District-College

Select Term

Select Program Type

Select Instruction Method

Select DE Inst. Method

Retention/Success for Special Population/Group, please [click here](#).

Export To ->

Excel CSV Text

Records Per Page:

Simple Layout Advanced Layout

Credit Course Retention/Success Rate Summary Report - Data & Format Area

Report Area

	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
Grand Total					

Report Format Selection Area - Check field to include in the report

Demographic Options

- District Name
- College Name
- Gender
- Age Group
- Ethnicity

TOP Options

- Program Type - Two Digits TOP
- Program Type - Four Digits TOP
- Program Type - Six Digits TOP

Course Status

- Basic Skills
- Degree Applicable
- Transfer
- Vocational

Monitoring Portal

The screenshot shows a web browser window with the URL <https://misweb.cccco.edu/>. The page title is "Institutional Effectiveness". The browser's menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The page content features the "CA.GOV" logo and the text "California Community Colleges Chancellor's Office" and "INSTITUTIONAL EFFECTIVENESS". Below this, there are two buttons: "Login" and "Select a District". A message reads: "Welcome to the Institutional Effectiveness reporting portal for the California Community Colleges Chancellor's Office." Underneath, a section titled "Please Select a District" contains a dropdown menu labeled "District" with "Allan Hancock" selected, and a "Select" button. At the bottom of the page, contact information is provided: "California Community Colleges, Chancellor's Office, 1102 Q Street Sacramento, California 95811. Send questions to IE | ie@cccoco.edu. © 2015 State of California. All Rights Reserved." The browser's status bar at the bottom right shows a magnification level of 100%.



Monitoring Portal

- Chancellor's Office web link:
 - IE Monitoring portal <https://misweb.cccco.edu/ie>
- After March 27, college/district CEOs will designate staff to set college/district goals, and those staff will receive the necessary passcodes.



Monitoring Portal

CA.GOV California Community Colleges Chancellor's Office
INSTITUTIONAL EFFECTIVENESS

Login Select a District

District Indicator Rates - Allan Hancock CCD

Indicator	2015-2016 Goal	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Required Goals						
Fiscal Viability and Programmatic Compliance with State and Federal Guidelines						
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures					
	0.0	15.8	14.8	17.0	20.4	14.9
Audit Findings	Unmodified auditor's report without internal control issues					
	N	N				
Optional Goals						
Fiscal Viability and Programmatic Compliance with State and Federal Guidelines						
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures					
	0.0	85.2	83.4	86.5	85.2	85.5
Annual Operating Excess/ (Deficiency)	Net increase or decrease in general fund balance					
	0	385,370	574,813	(266,107)	(1,675,842)	(71,848)
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments					
	0	11,872,799	7,919,159	4,781,852	6,659,749	6,785,889

College Indicator Rates
[Allan Hancock College](#)



Monitoring Portal

The screenshot shows a web browser window displaying the 'College Indicator Rates - Allan Hancock College' page. The page is titled 'California Community Colleges Chancellor's Office INSTITUTIONAL EFFECTIVENESS'. It includes a navigation menu with 'Login' and 'Select a District'. The main content area is divided into 'Required Goals' and 'Optional Goals' sections. The 'Required Goals' section includes 'Successful Course Completion (Datamart)' and 'Accreditation Status'. The 'Optional Goals' section includes 'Completion Rate (Scorecard)' and 'Remedial Rate (Scorecard)'. Each goal is accompanied by a table of data for various years.

Required Goals
Student Performance and Outcomes
Successful Course Completion (Datamart)
 Percentage of credit course enrollments where student earned a grade of C or better

Indicator	2015-2016 Goal	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Successful Course Completion (Datamart)	0.0	72.0	71.8	70.0	69.2	72.4

Accreditation Status
 Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action

Accreditation Status	No Action	No Action	No Action	No Action	No Action	No Action
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Date of Next Visit
 Date of next accreditation visit - information item, no target collected

Optional Goals
Student Performance and Outcomes
Completion Rate (Scorecard)
 Percentage of degree, certificate, and/or transfer seeking students starting first timetracked for six years who completed a degree, certificate, or transfer related outcome

Indicator	2015-2016 Goal	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
College Prepared	0.0	0.0	61.2	64.7	59.6	65.2
Unprepared for College	0.0	0.0	36.6	39.1	35.3	39.8
Overall	0.0	0.0	45.4	48.8	44.7	47.9

Remedial Rate (Scorecard)
 Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline

Indicator	2015-2016 Goal	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Math	0.0	0.0	31.0	30.6	26.2	26.7
English	0.0	0.0	40.9	41.0	37.2	40.3



Monitoring Portal

Optional Goals

Student Performance and Outcomes

Completion Rate (Scorecard)	Percentage of degree, certificate, and/or transfer seeking students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome					
	Student's lowest course attempted in Math and/or English was college level					
College Prepared	0.0	0.0	61.2	64.7	59.6	65.2
	Student's lowest course attempted in Math and/or English was pre-collegiate level					
Unprepared for College	0.0	0.0	36.6	39.1	35.3	39.8
	Student attempted any level of Math or English in the first three years					
Overall	0.0	0.0	45.4	48.8	44.7	47.9
Remedial Rate (Scorecard)	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline					
Math	0.0	0.0	31.0	30.6	26.2	26.7
English	0.0	0.0	40.9	41.0	37.2	40.3
ESL	0.0	0.0	11.5	9.8	9.2	8.3
Career Technical Education Rate (Scorecard)	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education in a single discipline who completed a degree or certificate or transferred					
	0.0	0.0	47.8	51.6	49.2	51.9
Completion of Degrees (Datamart)	Number of associate degrees awarded					
	0	1,151	954	909	1,019	891
Completion of Certificates (Datamart)	Number of Chancellor's office approved certificates awarded					
	0	720	640	562	669	636
Fiscal Viability and Programmatic Compliance with State and Federal Guidelines						
Full-Time Equivalent Students	Annual number of full-time equivalent students					
	0	9,603	9,452	9,378	10,165	10,091

[Back to District Rates](#)



What Is the Connection with the Scorecard and ACCJC Annual Report?

Indicator	Scorecard	ACCJC / Datamart
Completion	★	
Remedial Rate	★	
CTE Completion	★	
Course Completion		★
Degrees		★
Certificates		★
Transfers		★



How Are the College Goals Different from System Goals?

- System Goals
 - Completion Rate
 - Number of ADTs
 - Completion Rate for Disadvantaged Groups and Equity Index
 - Participation Rate
 - Number of Student Education Plans



College Goal Setting

- Year 1 Requirements:
 - Adopt Indicators Framework (18 Indicators)
 - Set Goals for At Least One Indicator Per Category:
 - Student Outcomes: Course Success Rate
 - Accreditation: Accreditation Status (e.g., Reaffirmed)
 - Fiscal Viability: Fund Balance
 - State and Federal Programmatic Compliance: Overall Audit Opinion (e.g., Unmodified)



Year 1 Goal Setting

- Connect with Other Goals Already Set
 - E.g. Fund Balance, Success Rate from ACCJC Institution-Set Standard
 - Can be but does not have to be the same
- Should Be Challenging but Need Not Always Be Higher
 - E.g., Fund balance may currently be 12 percent
 - Goal does not have to be higher than 12 percent



Year 1 Goal Setting

- Accreditation Status: E.g.
 - 6-year Goal: Reaffirmed
 - 1-Year Goal may be NA
- Overall Audit Opinion: E.g.
 - Unmodified



Year 1 Goal Setting

- Can the College Do More If They Feel Others Are Important to Set in Year 1?
 - Yes
 - Some have volunteered to do all 18 for Lesson Learned Presentation in Fall



Goals

- What Happens If We Don't Achieve Goals?
 - Nothing, as long as the college tried.
 - The most important activities for meaningful impacts on our students' success have the greatest risk, but are worth trying!



Process

- Locally Determined
- Best Practice Is to Engage Groups on Campus, Such As:
 - Indicators Committee
 - Budget Committee
 - Planning Committee
 - Academic Senate
 - Classified Group
 - Board of Trustees



Mechanics of Accessing Data and Setting Goals



CALIFORNIA COMMUNITY COLLEGES

Goals

- Who are the important groups on your campus?



Process / Timeline

- What is the process and timeline that makes the most sense for Year 1? Future Years?



Adjustments Based on Report-Outs

- How would you adjust plans based on report-outs?



Workshop Evaluations

- Please complete the Workshop evaluation form: <https://www.surveymonkey.com/s/IEPIWorkshopsMarch2015>
- Thank you for your participation today!



Contact Information

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