

Proposed Goals for Institutional Effectiveness for 2016-17 and 2021-22

- A. Successful Course Completion goal was set at the mean of the previous 5 academic years (from 2010-11)
- B. Completion of Unprepared for College goal was set at the mean of 4 academic years since information was not available yet (2010-11 to 2013-14)
- C. Degrees goal was set at the 3% increase of prior academic year (2014-15)
- D. Fund Balance was set as the minimum balance expected from expenditures

- A. Successful Course Completion 6yrs. goal was set as an average of the last 5 years (from 2016-17 to 2020-21) of projected data
- B. Completion of Unprepared for College 6yrs. goal was set as an average of the last 5 years (from 2016-17 to 2020-21) of projected data
- C. Degrees goal was set applying a 3% increase starting with the 2014-15 data through to the end of year 2021-22. This percentage takes into consideration goals already established in the Student Equity Plan and more dedicated outreach to high schools and older adults that will continue into the future
- D. Fund Balance was set as the minimum balance expected from expenditures

Successful Course Completion <sup>A,1</sup>	72.4%	70.1%	71.1%	71.5%	72.2%	n/a	71.5%	71.5%	72.2%
Completion of Unprepared for College <sup>B,2</sup>	33.4%	36.8%	39.5%	38.0%	n/a	n/a	36.9%	36.9%	37.1%
Degrees awarded <sup>C,3</sup>	459	578	586	747	784	n/a	NA	832	964
Fund Balance <sup>D,4</sup>	24.4%	25.8%	28.1%	26.6%	24.4%	21.9%	NA	20.0%	20.0%
Audit Findings <sup>5</sup>	Unmodified						NA	Unmodified	Unmodified
State Compliance							NA	Unmodified	Unmodified
Federal Compliance							NA	Unmodified	Unmodified
Accreditation Status <sup>6</sup>	FA-N	FA-N	FA-N	FA-P	FA-W	FA-RA	NA	FA-N	FA



n/a (Not Available); NA (Not Applicable)

## Proposed Goals for Institutional Effectiveness for 2016-17 and 2021-22

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1. Course Completions – Applicable to all students at the college, the rate of successful student course completions. Of all credit enrollments, the rate at which students completed courses with a grade of A, B, C, or P over the number of student enrollments when the general enrollment period ends (first census date). Completions are calculated based upon the fall semester only.
2. Completion of Unprepared for College – Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years who completed a degree, certificate or transfer-related outcomes. Student's lowest course attempted in Math and/or English was pre-collegiate level.
3. Degrees Awarded: Number of Associate degrees awarded on each academic year.
4. Fund Balance: Ending unrestricted general fund balance as a percentage of total expenditures.
5. Audit findings : Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements.
6. Accreditation Status: Latest Accrediting Commission for Community and Junior Colleges (ACCJC): FA-N: Fully accredited-No Action; FA-P: Fully Accredited-Probation; FA-W: Fully Accredited-Warning; FA-RA: Fully Accredited-Reaffirmed

PRESENTED TO THE BOARD OF GOVERNORS  
 DATE: November 16-17, 2015

SUBJECT: Institutional Effectiveness, Framework of Indicators		Item Number: 2.13	
		Attachment: Yes	
CATEGORY:	Institutional Effectiveness	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Theresa Tena, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Brice W. Harris, Chancellor	Action	X
		Information	

This item requests approval of the Framework of Indicators which include select metrics on which colleges/districts will set goals pursuant to the requirements of Education Code section 84754.6.

The Institutional Effectiveness Partnership Initiative (IEPI), launched in fall 2014, is a collaborative effort to help colleges and districts improve their fiscal and operational effectiveness while promoting student success. The Institutional Effectiveness division of the Chancellor's Office oversees the IEPI effort. Key Chancellor's Office partners in this Initiative include the Santa Clarita Community College District (1310.61 258.89 Tm(h)89 Tm(t)TBT.07 40ET8.89 Tm(h)BT1 0 0 1 252.77 245.5 39), Statewide Quality Center, and the Success Center. In addition to these key partners, the IEPI Executive an

*(Background contd.)*

The Framework of Indicators measures the ongoing condition of the community colleges' operational environment in four major areas:

Student performance and outcomes

Accreditation statuTJE3.98 (f)]Td

Institutional Effectiveness Partnership Initiative Advisory Committee  
Framework of Indicators

College/District Indicator	Brief Definition
<b>Student Performance and Outcomes</b>	
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 lowest course attempted in Math and/or English was college level
· Unprepared for College	Student lowest course attempted in Math and/or English was pre-collegiate level
· Overall	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 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
· English	See above
· ESL	See above
Career Technical Education Rate (Scorecard)	Percentage of students tracked for six years through 2014-15 who started first time in 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
Successful course completion (Datamart)	Percentage of students who earn a grade of C" or better or credit in the fall ter