Institutional Effectiveness
Partnership Initiative Workshop

Presented by:

Dr. Dianne Van Hook, Chancellor, College of the Canyons
Dr. Barry Gribbons, Deputy Chancellor, College of the Canyons
Dr. Daylene Meuschke, Dean, College of the Canyons
Theresa Tena, Vice Chancellor for Institutional Effectiveness
Dr. Paul Steenhausen, Executive Dir. Success Center for CA Community Colleges
Jeff Spano, Dean, Institutional Effectiveness
Alice Van Ommeren, Administrator for Academic Planning and Development
Ryan Fuller, Specialist, Information Systems and Analysis
Dr. Matthew C. Lee, Project Director, IEPI
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**

<table>
<thead>
<tr>
<th>ACCESS &amp; ALIGNMENT</th>
<th>INTAKE &amp; GUIDANCE</th>
<th>TEACHING &amp; STUDENT LEARNING/PROGRESS</th>
<th>DATA TO INFORM DECISION-MAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMON ASSESSMENT INITIATIVE/MULTIPLE MEASURES ASSESSMENT PROJECT</td>
<td>STUDENT SUCCESS ACT (SB 1456) (SSSP, EDUCATION PLANS/GOALS, ACADEMIC STANDARDS FOR FEE WAIVERS)</td>
<td>EDUCATION PLANNING INITIATIVE</td>
<td></td>
</tr>
<tr>
<td>ONLINE EDUCATION INITIATIVE</td>
<td>ONLINE EDUCATION INITIATIVE</td>
<td>C-ID &amp; SB 1440 TRANSFER DEGREES</td>
<td></td>
</tr>
<tr>
<td>C-ID &amp; SB 1440 TRANSFER DEGREES</td>
<td>C-ID &amp; SB 1440 TRANSFER DEGREES</td>
<td>BACCALAUREATE PILOTS</td>
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</tr>
<tr>
<td>BACCALAUREATE PILOTS</td>
<td>BACCALAUREATE PILOTS</td>
<td>DOING WHAT MATTERS FOR JOBS &amp; THE ECONOMY</td>
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</tr>
<tr>
<td>DOING WHAT MATTERS FOR JOBS &amp; THE ECONOMY</td>
<td>DOING WHAT MATTERS FOR JOBS &amp; THE ECONOMY</td>
<td>CAREER PATHWAYS TRUST</td>
<td></td>
</tr>
<tr>
<td>CAREER PATHWAYS TRUST</td>
<td>CAREER PATHWAYS TRUST</td>
<td>SALARY SURFER &amp; LAUNCHBOARD</td>
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<tr>
<td></td>
<td></td>
<td>SCORECARD &amp; SYSTEM/LOCAL GOALS</td>
<td></td>
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<td></td>
<td></td>
<td>AB 36 ADULT EDUCATION CONSORTIUM PROGRAM</td>
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<td></td>
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<td>SB 1391 PRISON EDUCATION</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>STUDENT EQUITY PLANS/PROGRAM</td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE

CALIFORNIA COMMUNITY COLLEGES
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 CCCCCO 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

#### Completion

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.

<table>
<thead>
<tr>
<th>College Prepared</th>
<th>Unprepared for College</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td><strong>Gender</strong></td>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>Female</td>
<td>73.2%</td>
<td>41.7%</td>
</tr>
<tr>
<td>Male</td>
<td>67.3%</td>
<td>39.2%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 20</td>
<td>72.3%</td>
<td>42.7%</td>
</tr>
<tr>
<td>20-24</td>
<td>60.1%</td>
<td>31.6%</td>
</tr>
<tr>
<td>25-39</td>
<td>52.2%</td>
<td>32.2%</td>
</tr>
<tr>
<td>40 or over</td>
<td>44.3%</td>
<td>32.2%</td>
</tr>
<tr>
<td><strong>Ethnicity/Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>65.0%</td>
<td>33.5%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>61.3%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>80.8%</td>
<td>57.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>70.9%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>63.5%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>64.1%</td>
<td>37.2%</td>
</tr>
<tr>
<td>White</td>
<td>69.8%</td>
<td>43.6%</td>
</tr>
</tbody>
</table>

**Notes:**
- 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

---

View CDCP (Non-credit):

View Printable Scorecard Reports:

Career Development/College Preparation
Current Year Five Year
### Remedial

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.

<table>
<thead>
<tr>
<th>Gender</th>
<th>MATH 30.6%</th>
<th>ENGLISH 43.6%</th>
<th>ESL 27.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>32.1</td>
<td>45.7</td>
<td>27.9</td>
</tr>
<tr>
<td>Male</td>
<td>28.7</td>
<td>41.1</td>
<td>26.2</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Under 20</td>
<td>33.5</td>
<td>48.8</td>
<td>48.9</td>
</tr>
<tr>
<td>20-24</td>
<td>29.0</td>
<td>36.8</td>
<td>38.5</td>
</tr>
<tr>
<td>25-39</td>
<td>27.9</td>
<td>35.7</td>
<td>20.4</td>
</tr>
<tr>
<td>40 or over</td>
<td>23.2</td>
<td>29.8</td>
<td>11.6</td>
</tr>
<tr>
<td><strong>Ethnicity/Race</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>African American</td>
<td>17.4</td>
<td>28.9</td>
<td>24.9</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>22.8</td>
<td>34.4</td>
<td>17.9</td>
</tr>
<tr>
<td>Asian</td>
<td>44.4</td>
<td>58.9</td>
<td>36.4</td>
</tr>
<tr>
<td>Filipino</td>
<td>35.5</td>
<td>51.6</td>
<td>30.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.5</td>
<td>40.0</td>
<td>16.9</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>26.7</td>
<td>40.0</td>
<td>28.7</td>
</tr>
<tr>
<td>White</td>
<td>34.9</td>
<td>47.9</td>
<td>31.1</td>
</tr>
</tbody>
</table>

**Notes:**
- Cohort with no students attaining an outcome
- N/A: Cohort has no students
- *: Cohort fewer than 10 students

---

**Methodology**

**View CDCP (Non-credit):**

**View Printable Scorecard Reports:**

- Career Development/College Preparation
- Current Year
- Five Year
### Credit Course Retention/Success Rate Summary Report - Parameter Selection Area

- **Select State-District-College**
  - Statewide Search

- **Select District-College**
  - [Dropdown]

- **Select Term**
  - [Dropdown]

- **Select Program Type**
  - [Dropdown]

- **Select Instruction Method**
  - [Dropdown]

- **Select DE Inst. Method**
  - [Dropdown]

- **View Report**

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

#### Report Area

<table>
<thead>
<tr>
<th>Enrollment Count</th>
<th>Retention Count</th>
<th>Success Count</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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

[Update Report]
Monitoring Portal

California Community Colleges Chancellor’s Office
INSTITUTIONAL EFFECTIVENESS

Welcome to the Institutional Effectiveness reporting portal for the California Community Colleges Chancellor’s Office.

Please Select a District
District: Allan Hancock

Select

California Community Colleges, Chancellor’s Office
1102 Q Street Sacramento, California 95811
Send questions to IE | ia@cccco.edu
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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

**California Community Colleges Chancellor’s Office**

**INSTITUTIONAL EFFECTIVENESS**

#### District Indicator Rates - Allan Hancock CCD

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Required Goals</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fiscal Viability and Programmatic Compliance with State and Federal Guidelines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fund Balance</strong></td>
<td>0.0</td>
<td>15.8</td>
<td>14.8</td>
<td>17.0</td>
<td>20.4</td>
<td>14.9</td>
</tr>
<tr>
<td>Audit Findings</td>
<td>N</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Optional Goals</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Viability and Programmatic Compliance with State and Federal Guidelines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salary and Benefits</strong></td>
<td>0.0</td>
<td>85.2</td>
<td>83.4</td>
<td>86.5</td>
<td>85.2</td>
<td>85.6</td>
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<tr>
<td>Annual Operating Excess/ (Deficiency)</td>
<td>0</td>
<td>385,370</td>
<td>574,813</td>
<td>(266,107)</td>
<td>(1,675,842)</td>
<td>(71,848)</td>
</tr>
<tr>
<td><strong>Cash Balance</strong></td>
<td>0</td>
<td>11,872,799</td>
<td>7,919,159</td>
<td>4,781,852</td>
<td>6,659,749</td>
<td>6,785,889</td>
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</tbody>
</table>
# Monitoring Portal

![Monitoring Portal](http://localhost:63665/Col...)

## California Community Colleges Chancellor’s Office

**INSTITUTIONAL EFFECTIVENESS**

### College Indicator Rates - Allan Hancock College

#### Required Goals

**Student Performance and Outcomes**

**Successful Course Completion (Datamart)**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>72.0</td>
<td>71.8</td>
<td>70.0</td>
<td>69.2</td>
<td>72.4</td>
<td></td>
</tr>
</tbody>
</table>

#### Accreditation Status

**Accreditation Status**

Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action: **No Action**

**Date of Next Visit**

Date of next accreditation visit - information item, no target collected

#### Optional Goals

**Student Performance and Outcomes**

**Completion Rate (Scorecard)**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Prepared</td>
<td>0.0</td>
<td>0.0</td>
<td>61.2</td>
<td>64.7</td>
<td>59.6</td>
<td>65.2</td>
</tr>
<tr>
<td>Unprepared for College</td>
<td>0.0</td>
<td>0.0</td>
<td>36.6</td>
<td>39.1</td>
<td>35.3</td>
<td>39.8</td>
</tr>
<tr>
<td>Overall</td>
<td>0.0</td>
<td>0.0</td>
<td>45.4</td>
<td>48.8</td>
<td>44.7</td>
<td>47.9</td>
</tr>
</tbody>
</table>

**Remedial Rate (Scorecard)**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>0.0</td>
<td>0.0</td>
<td>31.0</td>
<td>30.6</td>
<td>26.2</td>
<td>26.7</td>
</tr>
<tr>
<td>English</td>
<td>0.0</td>
<td>0.0</td>
<td>40.9</td>
<td>41.0</td>
<td>37.2</td>
<td>40.3</td>
</tr>
</tbody>
</table>

http://www.cccco.edu/
## Monitoring Portal

### Optional Goals

#### Student Performance and Outcomes

<table>
<thead>
<tr>
<th>Completion Rate (Scorecard)</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Prepared</td>
<td>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</td>
</tr>
<tr>
<td>Unprepared for College</td>
<td>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</td>
</tr>
<tr>
<td>Overall</td>
<td>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</td>
</tr>
</tbody>
</table>

#### Remedial Rate (Scorecard)

<table>
<thead>
<tr>
<th>Remedial Rate (Scorecard)</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Number 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</td>
</tr>
<tr>
<td>English</td>
<td>Number 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</td>
</tr>
<tr>
<td>ESL</td>
<td>Number 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</td>
</tr>
</tbody>
</table>

#### Career Technical Education Rate (Scorecard)

<table>
<thead>
<tr>
<th>Career Technical Education Rate (Scorecard)</th>
<th>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</th>
</tr>
</thead>
</table>

#### Completion of Degrees (Datamart)

<table>
<thead>
<tr>
<th>Completion of Degrees (Datamart)</th>
<th>Number of associate degrees awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

#### Completion of Certificates (Datamart)

<table>
<thead>
<tr>
<th>Completion of Certificates (Datamart)</th>
<th>Number of Chancellor's office approved certificates awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

#### Fiscal Viability and Programmatic Compliance with State and Federal Guidelines

<table>
<thead>
<tr>
<th>Full-Time Equivalent Students</th>
<th>Annual number of full-time equivalent students</th>
</tr>
</thead>
<tbody>
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</table>

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Back to District Rates

California Community Colleges
What Is the Connection with the Scorecard and ACCJC Annual Report?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Scorecard</th>
<th>ACCJC / Datamart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>🌟</td>
<td></td>
</tr>
<tr>
<td>Remedial Rate</td>
<td>🌟</td>
<td></td>
</tr>
<tr>
<td>CTE Completion</td>
<td>🌟</td>
<td></td>
</tr>
<tr>
<td>Course Completion</td>
<td></td>
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</tr>
<tr>
<td>Degrees</td>
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</tr>
<tr>
<td>Certificates</td>
<td></td>
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</tr>
<tr>
<td>Transfers</td>
<td></td>
<td>🌟</td>
</tr>
</tbody>
</table>
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
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!
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