|  |
| --- |
| INSTITUTIONAL EFFECTIVENESSPARTNERSHIP INITIATIVE (IEPI) |



**What is IEPI?**

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges 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. There are three major components of the initiative:

1. **Develop a framework of indicators and college/district goals.**

* The framework will include student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with State and Federal guidelines.
* The framework draws heavily on existing indicators and publically available data.
* The framework and goals System, at least v1.0, is statutorily required to be implemented by June 30, 2015 and updated annually.

1. **Make Technical Assistance Teams (called Partnership Resource Teams) available to colleges who express interest in receiving assistance.**

* A short letter of interest will be submitted by the college CEO.
* The teams will visit colleges at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits will be available as needed.
* Team members will be drawn from a pool of experts who were nominated or appointed by statewide professional organizations and others. Team composition for each college will be approved by college CEO and CCCCO.
* Team members will receive travel reimbursement, and stipends if they are able to receive them based on their district policy and/or agreements.
* Grants of up to $150,000 in seed money will be available to colleges with team visits to accelerate implementation of improvement plans. Grants will be available while funds are available.
* Selection of colleges will consider institutional need.

1. **Enhance professional development opportunities for colleges related to institutional effectiveness.**

* An online clearinghouse will be developed and include effective practices and pitfalls to avoid related to emerging accreditation and audit issues, as well as other topics related to institutional effectiveness:

The online clearinghouse will be closely integrated with the Success Center for California Community Colleges' efforts; Existing resources addressing the topics, such as those found on the ASCCC, ACCJC, RP Group, and CCCCO websites, will be linked to this clearinghouse; Additional online resources will be developed as needed.

* Regional workshops offered in the north and south will supplement the online clearinghouse. These workshops will be captured and made available online through the clearinghouse as well. Workshops begin in spring 2015;

The IEPI Advisory Committee will help identify topics that are timely and of broad interest; The Initiative will seek to partner with other organizations in offering these workshops.

* Professional development opportunities will be available to all districts regardless of participation with Partnership Resource Teams (PRTs)

**Contra Costa Community College District**

Within the framework of indicators are a subset of metrics associated with California Community College districts rather than colleges. Among them are the district funding balance, districtwide audit findings, salary and benefits balance, annual operating excess/deficiency and cash balance. Of those in this list only the funding balance and audit findings indicators had goal setting requirements for the upcoming fiscal year. Tables 1 and 2 contain the recent trend and goal information for the two required indicators, while tables 3 through 5 contain the trend data only for the two indicators with optional goal setting requirements.

**Required District Goals**

Funding Balance

Table 1: Ending unrestricted general fund balance as a percentage of total expenditures

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Contra Costa Community College District | 17.0 | 23.3 | 22.9 | 22.1 | 20.8 | **17.5** | **n.a.** |

Note: For the current fiscal year it was required that colleges establish a funding balance goal for 2015/16 only.

Audit Findings

Table 2: Official findings from auditor's report

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Contra Costa Community College District | Unmodified | Unmodified | Unmodified | Unmodified | Unmodified | Unmodified | Unmodified |

Note: Modified: Modified auditor's report and/or internal control issues; Unmodified: Unmodified auditor's report without internal control issues

**Optional District Goals**

Salary and Benefits

Table 3: Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Contra Costa Community College District | 89.6 | 89.8 | 89.4 | 88.8 | 88.6 | **n.a.** | **n.a.** |

Annual operating Excess/Deficiency

Table 4: Net increase or decrease in general fund balance

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Contra Costa Community College District | (875,163) | 9,268,385 | (1,438,660) | (1,157,200) | (1,107,359) | **n.a.** | **n.a.** |

Cash Balance

Table 5: Unrestricted and restricted general fund cash balance, excluding investments

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Contra Costa Community College District | 25,311,579 | 21,496,353 | 18,822,199 | 19,452,670 | 20,800,556 | **n.a.** | **n.a.** |

**Contra Costa Community College**

The majority of metrics included in the Indicator Framework apply to the community college. Twelve college level indicators are included in the framework with two having goal requirements this fiscal year, namely indicators associated with the college’s accreditation status and the institution’s overall course success rate. Tables 6 and 7 contain the goal and recent trend information related to the two indicators with goal requirements for this fiscal year. The remaining tables contain the trend data for the indicators having an optional goal setting requirement.

**Required College Goals**

Accreditation Status

Contra Costa College is fully accredited by Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) receiving a status of Fully Accredited - No Action (FA-N) for the past five years.

Table 6: Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Contra Costa College | FA-N | FA-N | FA-N | FA-N | FA-N | FA-N | FA-N |

Accreditation Status Codes associate with Table 6

|  |  |
| --- | --- |
| FA-N | Fully Accredited - No Action |
| FA-RA | Fully Accredited - Reaffirmed |
| FA-SR | Fully Accredited - Sanction Removed |
| FA-SR/RA | Fully Accredited - Sanction Removed and Reaffirmed |
| FA-W | Fully Accredited - Warning |
| FA-P | Fully Accredited - Probation |
| FA-SC | Fully Accredited - Show Cause |
| FA-PT | Fully Accredited - Pending Termination |
| T | Accreditation Terminated |
| FA-RS | Fully Accredited - Restoration |
| IA | Initial Accreditation |

Successful Course Completion

Table 7: Successful Course Completion

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Contra Costa College | 69.5% | 68.8% | 68.6% | 70.5% | 69.8% | **70.3%** | **72.8%** |

Data retrieved from CCCCO Data Mart

**Optional College Goals**

Full-Time Equivalent Students

Table 8: Full-Time Equivalent Students

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Contra Costa College | 6,828 | 6,786 | 6,253 | 5,493 | 5,948 |  |  |

Data retrieved from CCCCO Data Mart

Table 9: Student Achievement Metrics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Scorecard Metrics | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Completion  Prepared | 69.5% | 68.8% | 68.6% | 70.5% | 69.8% |  |  |
| Completion  Unprepared | 71.5% | 70.1% | 68.5% | 70.5% | 63.1% |  |  |
| Completion  Overall | 37.5% | 35.5% | 39.9% | 36.9% | 36.7% |  |  |
| Remedial Rate-Math | 25.2% | 24.0% | 29.6% | 28.3% | 30.9% |  |  |
| Remedial Rate-English | 32.7% | 34.6% | 33.5% | 30.3% | 37.8% |  |  |
| Remedial Rate-ESL | 21.1% | 26.6% | 25.4% | 26.0% | 26.6% |  |  |
| CTE Completion Rate | 47.0% | 53.2% | 53.0% | 53.4% | 49.6% |  |  |

Data retrieved from CCCCO Scorecard

Table 10: Degrees and Certificates Awarded

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Award | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Degrees | 460 | 501 | 599 | 634 | 607 |  |  |
| Certificates | 181 | 256 | 294 | 334 | 242 |  |  |

Data retrieved from CCCCO Data Mart

Table 11: Transfer Volume

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| College Metric | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2015-16  Goal | 2019-20  Goal |
| Transfer Volume | 406 | 402 | 441 | 413 | 426 |  |  |

Data retrieved from UC and CSU system offices and CCCCO Data Mart.

# APPENDIX

|  |  |  |
| --- | --- | --- |
| College/District Indicator | | Brief Description |
| Student performance and outcomes | | |
| Completion Rate (Scorecard): | Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes. | |
| 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 pre-collegiate | |
| 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 2013-14 who started first time in 2008-09 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline | |
| Math | See Remedial Rate above. | |
| English | See Remedial Rate above. | |
| ESL | See Remedial Rate above. | |
| Career Technical Education (CTE) Rate (Scorecard) | Percentage of students tracked for six years through 2013-14 who started first time in 2008-09 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 (Data Mart) | Percentage of students who earn a grade of "C" or better or "credit" in 2013-14 | |
| Completion of degrees (Data Mart) | Number of associate degrees completed in 2013-14 | |
| Completion of certificates (Data Mart) | Number of Chancellor's Office-approved certificates completed in 2013-14 | |
| Number of students who transfer to 4-year Institutions (UC and CSU System Offices and Data Mart) | Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2013-14. | |
| Accreditation Status Code Descriptions | | |
| FA-N | Fully Accredited - No Action | |
| FA-RA | Fully Accredited - Reaffirmed | |
| FA-SR | Fully Accredited - Sanction Removed | |
| FA-SR/RA | Fully Accredited - Sanction Removed and Reaffirmed | |
| FA-W | Fully Accredited - Warning | |
| FA-P | Fully Accredited - Probation | |
| FA-SC | Fully Accredited - Show Cause | |
| FA-PT | Fully Accredited - Pending Termination | |
| T | Accreditation Terminated | |
| FA-RS | Fully Accredited - Restoration | |
| IA | Initial Accreditation | |
| 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 | |
| Full-Time Equivalent Students (FTES) | Annual number of full-time equivalent students | |
| Annual Operating Excess/(Deficiency) | Net increase or decrease in unrestricted general fund balance | |
| Fund Balance | Ending unrestricted general fund balance as a percentage of total | |
| Cash Balance | Unrestricted and restricted general fund cash balance, excluding investments | |

**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 systemwide goals framework that addresses at least all of the areas specified in subdivision (a). The development of the systemwide 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 systemwide 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 Stots. 2014, Ch. 687, Sec. 8. Effective September 27, 2014.)*