SAN DIEGO MESA COLLEGE

Institutional Effectiveness Partnership Initiative (IEPI) 2015-2016 Goals Framework

Background: What is the IEPI?
The Institutional Effectiveness Partnership Initiative is a collaborative effort to advance the institutional effectiveness of California Community Colleges. The grant-funded initiative is a partnership among the California Community Colleges Chancellor's Office, Success Center for California Community Colleges, College of the Canyons, Foothill College, the Academic Senate for the California Community Colleges, M. C. Lee Consulting, and the RP Group. The IEPI is intended to enhance the ability of the California Community College system to serve students effectively, and at the same time reduce the number of accreditation sanctions and audit issues across the system (for education code language, see Appendix A).

More information on the IEPI can be found at www.canyons.edu/iepi.

The IEPI includes three major components:
- A framework of indicators and college/district goals
- Technical assistance teams (Partnership Resource Teams or PRTs) that are available to assist colleges that express an interest in receiving assistance
- Professional development opportunities related to institutional effectiveness

IEPI Indicators Framework
The IEPI includes a framework of indicators and requires colleges and districts to set goals related to four major areas:
- Student performance and outcomes
- Accreditation status
- Fiscal viability
- Programmatic compliance with state and federal guidelines

The indicator framework relies heavily on publicly available data. The full list of IEPI indicators and abbreviated definitions is provided in Appendix B.

For 2015, colleges and districts are required to identify goals for the following indicators:
- Student Performance and Outcomes: Course Completion Rate
- Accreditation Status
- Fiscal Viability: Fund Balance
- Compliance with State/Federal Guidelines: Overall Audit Opinion

2015 IEPI Required Goals: San Diego Mesa College Summary

Indicator	Current Value	1-Year Goal
Accreditation Status	Fully Accredited, No Action	Fully Accredited, No Action
Successful Course Completion Rate (Annual)	70%	72%
Fund Balance*	6.4%	6.9%
Overall Audit Opinion*	Unmodified	Unmodified

*District-wide goals

College Process for Developing Goals for IEPI Indicators

San Diego Mesa College is one of three credit colleges in the San Diego Community College District. Thus, the goals for Fund Balance and Overall Audit Opinion were developed at the district level. Goals for accreditation status and the indicators pertaining to student performance and outcomes were developed at the college level.

San Diego Mesa College Indicator Goals Framework
Linking IEPI Indicators to San Diego Mesa College Planning Processes and Strategic Directions
San Diego Mesa College completed its educational master plan in 2014. The new educational master plan, which relied on internal and external data analysis, as well as campus community input, included revised strategic directions for the college.

The College's overarching strategic directions include the following:
1. Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.
2. Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.
3. Build and sustain pathways in support of the comprehensive community college mission.
4. Support innovation in our practices.
5. Support personal growth and professional development of our employees.
6. Serve as stewards of our resources and advance effective practices in support of accountability.

In order to assess our progress toward each of these strategic directions and underlying goals, the College identified a number of key performance indicators (KPIs) and mapped them to each strategic direction. Among these KPIs are the following indicators that are core to our mission as a California Community College and included in the IEPI indicator framework:
- Annual Course Success (Successful Course Completion) Rate
- Completion Rate Overall
- Completion Rate - Prepared
- Completion Rate – Unprepared
- Annual Associate Degrees Awarded
- Annual Certificates Awarded
- Career Technical Education (CTE) Rate
- Remedial English Rate
- Remedial Math Rate
- Remedial ESL Rate

The College's process for developing IEPI indicator goals is summarized on Page 3.

Accreditation Status
San Diego Mesa College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). The College's accreditation was reaffirmed in 2010, and its next accreditation site visit is scheduled for March 2017. Thus, the College's goal is to retain its status as **Fully Accredited, No Action.**

Student Performance and Outcome Goals
To identify aspirational goals for the above indicator, during the College's annual planning retreat, the expanded President's Cabinet, which includes over 50 members inclusive of faculty, classified staff, supervisors, and deans/managers:

- Reviewed historical data (5-year trends) for each indicator,
- Mapped college strategies and initiatives to each of the indicators, and
- Examined different scenarios (e.g., the potential impact of reaching each goal in number of students or enrollments).

Timeline for College Goal-Setting

Date	Action	Governance Group
April 14, 2015	Review Historical Indicator Data	Planning and Institutional Effectiveness Committee
May 5, 2015	Identify of Initial Goals	Expanded President's Cabinet
May 12, 2015	Refine Goals	Planning and Institutional Effectiveness Committee
May 19, 2015	Review and Approve Final Goals	President's Cabinet

During the retreat, participants identified short-term and long-term goals for each indicator. These recommendations were then forwarded to the College's Planning and Institutional Effectiveness Committee for review. The Planning and Institutional Effectiveness Committee refined the goals for two of the indicators after examining the data through a pathways lens. The following goals were approved by the President's Cabinet, which serves as the College's consultation council, on May 19, 2015:

2015 San Diego Mesa College Student Performance and Outcome Goals

	Indicator	Current Value (2015 Scorecard)	Short-Term Goal (1 Year)	Long-Term Goal
1.	**Successful Course Completion Rate**	**70.0%**	**72.0%**	**74.0%**
2.	Completion Rate (Overall)	57.9%	61.9%	63.9%
3.	Completion Rate – Prepared	73.2%	78.2%	80.2%
4.	Completion Rate – Unprepared	49.5%	52.5%	54.5%
5.	Remedial Math Rate	32.2%	35.2%	40.2%
6.	Remedial English Rate	49.7%	59.7%	59.7%
7.	Remedial ESL Rate	26.6%	29.6%	36.6%
8.	CTE Rate	55.7%	58.7%	62.7%
9.	Associate Degrees Awarded	1,009	1,312 (+30%)	1,413 (+40%)
10.	Certificates Awarded	317	333 (+5%)*	349 (+10%)*

Approved by President's Cabinet, May 19, 2015

Appendix A: 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 Stats. 2014, Ch. 687, Sec. 8. Effective September 27, 2014.)

Appendix B: IEPI Framework of Indicators

College/District Indicator	Brief Definition
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 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 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 above
• English	See above
• ESL	See above
Career Technical Education 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 (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in 2013-14
Completion of degrees (Datamart)	Number of associate degrees completed in 2013-14
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2013-14
Number of students who transfer to 4-year institutions (Datamart)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2013-14[1]
Accreditation Status	
Accreditation Status	Latest ACCJC action: Fully Accreditated, Reaffirmed Fully Accreditated, Warning Fully Accreditated, Probation Fully Accreditated, Show Cause Fully Accreditated, Restoration
Date of next visit	Informational item - no target collected
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	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 expenditures
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement

Please visit this website to see San Diego Mesa College's indicators in the IEPI reporting portal.

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[1] Metric dependent upon external variables (UC and CSU transfer admission policy) and therefore collected as information. Colleges would NOT be expected to identify a goal.