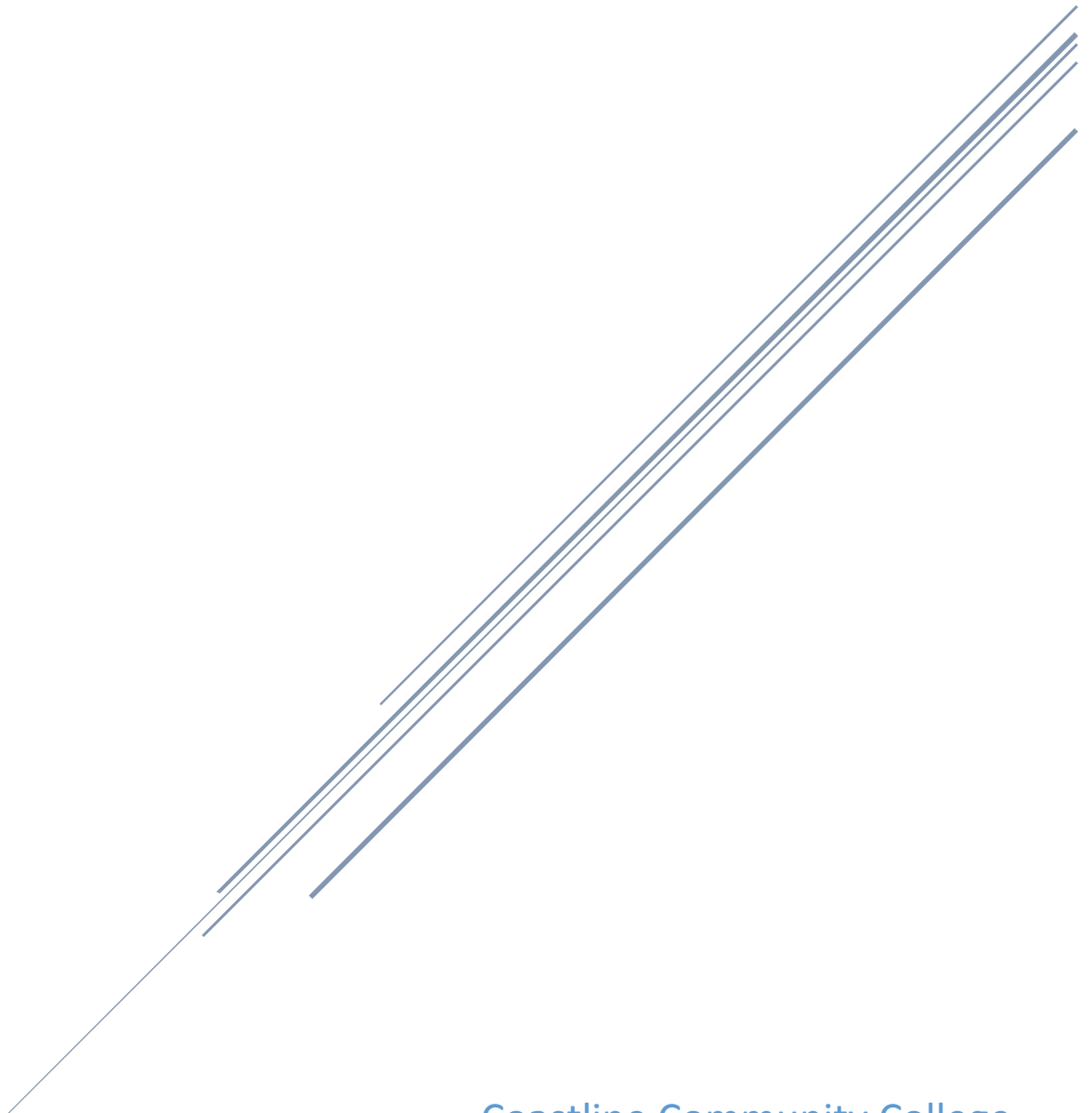


INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE (IEPI)



Coastline Community College

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.

2. 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 CCCCCO.
- 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.

3. 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 CCCCCO 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)

Required Goals

Accreditation Status

Coastline currently is fully accredited by Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). In 2013, Coastline was placed on warning on the basis of the 2013 comprehensive report and site visit. In 2014, Coastline was removed from warning and reaffirmed following the ACCJC follow-up report and visit. To maintain this status, It is recommended that Coastline set its accreditation short-term and long-term goals to **Fully Accredited, Reaffirmed**.

Successful Course Completion

Table 1 *Successful Course Completion*

Success	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Coastline	67.4%	65.5%	64.6%	63.9%	62.7%	65.0%	70.0%

Data retrieved from CCCCCO Datamart

Table 1 shows a five-year comparison of successful course completion rates. The five-year trend shows Coastline decreasing from 67.4% to 62.7%. The average successful course completion rate over the five-year period is 64.8%. It is recommended that Coastline set successful course completion rate of **65.0%**. This goal matches the 2014-2015 College KPI Scorecard Goals. The long-term goal is reflects **70.0%**.

Full-Time Equivalent Students

Table 2 *Full-Time Equivalent Students*

FTES	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Coastline	6395	6217	6141	5461	6143	6300	6500

Data retrieved from CCCCCO Datamart

Table 2 shows a five-year comparison of state apportionment Full-Time Equivalent Students (FTES). The five-year trend shows Coastline decreasing from 6395 to 6143 and having an average of 6071 FTES annually. The district has indicated that it does not want to grow; however, Coastline has offered to expand offerings to ensure the Coast District meets the statewide targets. It is recommended that Coastline set the short-term goal state apportionment FTES goal at **6300** and long-term goal at **6500**.

Optional Goals

Table 3 *Student Achievement Metrics*

Achievement	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Completion Prepared	63.4%	67.2%	73.0%	74.6%	70.9%	75.6%	79.6%
Completion Underprepared	45.9%	46.0%	38.0%	38.9%	39.3%	47.0%	51.0%
Completion Overall	53.8%	50.8%	52.9%	52.9%	51.1%	53.9%	57.9%
Remedial Rate (Math)	28.6%	33.7%	22.5%	21.3%	22.6%	34.7%	38.7%
Remedial Rate (English)	45.5%	44.2%	45.5%	45.4%	47.5%	48.5%	52.5%
Remedial Rate (ESL)	7.2%	9.1%	9.3%	10.8%	17.5%	18.5%	22.5%
CTE Rate	46.7%	47.0%	46.3%	51.0%	55.2%	56.2%	60.2%

Data retrieved from CCCC Scorecard

Table 3 shows a five-year comparison of CCCC Scorecard achievement results. Goals for 2015-2016 were developed based on a 1% increase to the peak year of student achievement. The long-term six-year goals were set at 5% higher than peak year of student achievement.

Table 4 *Awards*

Awards	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
CCC	321	266	365	495	574	600	660
CCC Contract Education	1539	1201	1141	932	916	940	1034
Total Degrees	1860	1467	1506	1427	1490	1540	1694
CCC	150	223	274	269	337	350	385
CCC Contract Education	0	14	32	161	215	250	275
Total Certificates	150	237	306	430	552	600	660

Data retrieved from CCC Datacubes

Table 4 shows a five-year comparison of degrees and certificates awarded at Coastline. The five-year trend shows overall degrees awarded at Coastline decreasing from 1860 to 1490, while overall certificates at Coastline have increased from 150 to 552. The average degrees awarded over the five-year period is 1550 degrees and 335 certificates awarded. It is recommended that Coastline set the 2015-2016 goal for total degrees awarded at **1540** and certificates awarded at **600**. This goal matches the combined data 2014-2015 College and Contract Education KPI Scorecard Goals. The long-term, six-year goals was set at 10% higher than the short-term goals for total degrees awarded at **1694** and certificates awarded at **660**.

Table 5 *Transfer*

Awards	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Transfer Volume	164	202	204	209	213	230	253

Data retrieved from CCCCCO Datamart

Table 5 shows a five-year comparison of transfer to the CSU, UC and out-of-state and in-state private institutions. The five-year trend shows an increasing in transfers from 164 to 213. The transfer volume over the five-year period is 198. It is recommended that Coastline set the 2015-2016 goal for from transfer volume at **230**. This goal matches the 2014-2015 College KPI Scorecard Goals. The long-term, six-year goal was set at 10% higher than the short-term goals for total transfer volume at **253**.

APPENDIX

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
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 (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 (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.
Accreditation Status	
Accreditation status	Latest ACCJC action:
	Fully Accredited, Reaffirmed
	Fully Accredited, Warning
	Fully Accredited, Probation
	Fully Accredited, Show Cause
	Fully Accredited, 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
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

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.)