INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE (IEPI)

2015-2016 and 2019-2020 Goals

De Anza College

What is EPI?

According to the state Chancellor's Office, 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. They posit that IEPI will enhance the system's ability to effectively serve students. There are three major components of the initiative:

1. Develop a framework of indicators and college goals.
    *   The framework will include student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines.
    *   The framework draws 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 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.

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.
    *   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

De Anza College is currently fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). Thus, the college continues to strive for a short-term and long-term goal of Fully Accredited, No Action.

Successful Course Completion

Table 1. Successful Course Completion

	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
De Anza	75.0%	73.3%	73.7%	75.4%	75.7%	77.0%	78.0%

CCCCO IEPI

Table 1 shows a five-year comparison of successful course completion rates. The five-year trend shows De Anza increasing from 75.0% to 75.7%. The average successful course completion rate over the five- year period is 74.6%. It is recommended that De Anza set a successful course completion rate of 77% for a short-term goal and 78.0% for a long-term goal. The long term goal matches the 2015-2016 Educational Master Plan aspirational goal for this metric.

Full-Time Equivalent Students

Table 2. Full-Time Equivalent Students

	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
De Anza	21,147	20,025	20,143	19,780	19,449	19,600	20,200

CCCCO IEPI

Table 2 shows a five-year comparison of state apportionment Full-Time Equivalent Students (FTES). The five-year trend shows De Anza decreasing from 21,147 to 19,449 and having an average of 19,493 FTES over the five years. De Anza set the short-term goal for state apportionment FTES at 19,600 and long-term goal at 20,200. This goal matches the 2015-2016 Educational Master Plan aspirational goal for this metric.

Optional Goals

Table 3. Student Achievement Metrics

	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Completion Prepared	79.8%	82.9%	82.0%	83.9%	84.3%	85.0%	91.0%
Completion Unprepared	60.3%	58.8%	59.5%	58.8%	60.3%	61.0	64.0%
Completion Overall	63.1%	63.8%	66.2 %	66.8%	67.3%	68.0	73.0%
Remedial Rate (Math)	45.9%	50.1%	54.7%	53.5%	53.8%	54.5%	59.0%
Remedial Rate (English)	68.4%	68.6%	70.2%	72.1%	73.1%	74.0%	79.0%
Remedial Rate (ESL)	35.6%	38.1%	43.8%	45.7%	46.5%	47.2%	52.0%
CTE Rate	38.5%	38.8%	47.3%	51.7%	54.7%	56.0%	60.0%

CCCCO Scorecard

Table 3 shows a five-year comparison of CCCCO Scorecard achievement results. The short-term goal was set at an achievable rate above that of the previous year, while the long-term goal was based on average growth over the past 5 years. The long-term goals for each metric align with the Educational Master Plan aspirational goals for each metric.

Table 4. Awards

	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Degrees	1,293	1,250	1,305	1,481	1,518	1,568	1,760
Certificates	410	451	569	602	518	568	718
Total	1,703	1,701	1,874	2,083	2,036	2,136	2,478

CCCCO Datamart

Table 4 shows a five-year comparison of degrees and certificates awarded. The five-year trend shows overall degrees awarded increasing from 1,293 to 1,518, and overall certificates increased from 410 to 518. The average degrees awarded over the five-year period is 1,369 and 510 certificates awarded. The college set its short-term goal for total degrees awarded at 1,568 and certificates awarded at 568 based on average annual growth over the past 5 years. The long-term goals were set at a rate similar to the growth over the past 5 years. The long-term goal for degrees is 1,760 and certificates is 718. Total degrees and certificates awarded are also an Institutional Metric for the college as included in the Educational Master Plan.

Table 5 Transfer

	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Transfer Volume	1,944	2,548	2,598	2,404	2,604	2,625	2,800

CCCCO 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 increase in transfers from 1,944 to 2,604. The average transfer volume over the five-year period is 2,419. The college has set the short-term goal for transfer volume at 2,625 and the long-term goal at 2,800, based on average growth over the period. Transfer volume is also an Institutional Metric for the college as included in the Educational Master Plan.

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-
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.)