To: College Council
From: Mallory Newell, College Researcher
Date: 4/14/2016
Subject: Institutional Effectiveness Partnership Initiative – Long and Short-term Indicators

IEPI

This document is intended to meet the requirements of the State Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) short and long-term requirements (https://misweb.cccco.edu/ie/DistrictRates.aspx). De Anza has set standards for both the optional and required IEPI Indicators. The College originally set the Standards in 2014-15 when the IEPI indictors were first introduced.

According to the state Chancellor's Office, 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: Develop a framework of indicators and college goals; make Technical Assistance Teams (called Partnership Resource Teams) available to colleges who express interest in receiving assistance; enhance professional development opportunities for colleges related to institutional effectiveness.

Setting Institutional Standards

The College Planning Committee (CPC) reviewed and updated the College's Educational Master Plan and Institutional Metrics in 2014-15. The institutional metrics stem from metrics included in the Educational Master Plan 2010-2015, and further incorporate and align with metrics from the Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI), and the ACCJC Institutional Set Standards within the Annual Report. Each metric is broken out into 3 separate goals, as prescribed by the accrediting commission. The first is the Educational Master Plan goal. This goal serves as our Institutional Metric goal and was set based on trends over the past 5 years. The metric was set at a rate consistent with growth over the 5-year period. The Aspirational goal is a goal in which we strive to achieve at the highest level, this metric is set 2 percentage points above the Master Plan goal. Finally, each metric has a Standard rate, this goal is a rate in which we do not wish to fall below. If we were to fall below our standard, we would want to immediately take action to bring the metric up to a rate closer to the 5-year average through strategic planning and targeted initiatives.

Each year the CPC will evaluate and assess changes in the standards and provide an update to the college. If a metric is found to be falling behind, in that we will not meet our Master Plan goal by 2020, the CPC will make a recommendation to College Council. At that time, College Council we determine how best to allocate resources to addressing the metric(s).

College Indicators (Optional)

Indicator 1: Completion Rate (Scorecard) – Overall, Prepared and Unprepared

Table 1. Completion Rate – Overall, Prepared and Unprepared

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
Completion Overall	63.1%	63.8%	66.2%	66.8%	67.3%	65.6%	68.0%	71.0%
Completion Prepared	79.8%	82.9%	82.0%	83.9%	84.3%	79.6%	85.0%	89.0%
Completion Unprepated	60.3%	55.0%	59.6%	58.7%	60.4%	59.9%	61.0%	62.0%

Source: Student Success Scorecard

Table 1 shows a six-year comparison of CCCCO Scorecard achievement results for the Completion Rate. 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 6 years. The long-term goal for each metric align with the Educational Master Plan goal for each metric.

Indicator 2: Remedial Rate – (Scorecard) – Math, English, ESL

Table 2. Remedial Rate – Math, English, ESL

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
Math Remedial Completion	45.9%	50.1%	54.7%	53.5%	53.8%	53.4%	54.5%	57.0%
English Remedial	68.4%	68.6%	70.2%	72.1%	73.1%	74.3%	74.0%	77.0%
ESL Remedial Completion	35.6%	38.1%	43.8%	45.8%	46.5%	40.8%	47.2%	50.0%

Source: Student Success Scorecard

Table 2 shows a six-year comparison of CCCCO Scorecard achievement results for the Basic Skills Completion Rate. 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 6 years. The long-term goal for each metric align with the Educational Master Plan goal for each metric.

Indicator 3: Career Technical Education Rate – (Scorecard)

Table 2. Career Technical Education Rate

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
CTE Completion	38.5%	39.4%	47.9%	52.1%	55.0%	56.7%	56.0%	58.0%

Source: Student Success Scorecard

Table 3 shows a six-year comparison of CCCCO Scorecard achievement results for the Career Technical Education Completion Rate. 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 6 years. The long-term goal for the metric aligns with the Educational Master Plan goal for this metric.

College Indicators (Required)

Indicator 4: Successful Course Completion (Datamart)

Table 4. Successful Course Completion

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
Course Completion	74.3%	71.7%	72.3%	73.6%	74.0%	74.2%	76.0%	77.0%

Source: CCCCO Datamart

Table 4 shows a six-year comparison of successful course completion rates. The six-year trend shows De Anza remaining flat from 74.3% to 74.2%. The average successful course completion rate over the six-year period is 73.4%. It is recommended that De Anza set a successful course completion rate of 76.0% for a short-term goal and 77.0% as a long-term goal. The long term goal matches the 2015-2016 Educational Master Plan goal for this metric for attainment by 2019-20.

Indicator 5: Completion of Degrees (Datamart)

Table 5. Completion of Degrees

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
Degree Completion	1,293	1,250	1,305	1,481	1,535	1,701	1,568	2,100

Source: CCCCO Datamart

Table 5 shows a six-year comparison of degrees awarded. The trend shows overall degrees awarded increasing from 1,293 to 1,701. The average degrees awarded over the five-year period is 1,428. The long-term goal for degrees is 2,100 which matches the 2015-2016 Educational Master Plan goal for for attainment by 2019-20.

Indicator 6: Completion of Certificates (Datamart)

Table 6. Completion of Certificates

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
Certificate Completion	410	451	569	602	539	574	568	675

Source: CCCCO Datamart

Table 6 shows a six-year comparison of certificates awarded. The trend shows overall certificates awarded increased from 410 to 574. The college set its short-term goal for total certificates awarded at 568 based on average annual growth over the past 6 years. The long-term goal for certificates is 675. Total certificates awarded is an Institutional Metric for the college as included in the Educational Master Plan.

Indicator 7: Transfers to 4-year Institutions

Table 7. Transfers to 4-year Institutions

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
Transfers	1,944	2,548	2,598	2,404	2,604	2,557	2,625	2,800

Table 7 shows a six-year comparison of transfer to the CSU, UC, out-of-state institutions and in-state private institutions. The six-year trend shows an increase in transfers from 1,944 to 2,557. The average transfer volume over the six-year period is 2,443. The college has set the short-term goal for transfer volume at 2,625 and the long-term goal at 2,800. Transfer volume is also an Institutional Metric for the college as included in the Educational Master Plan.

College Accreditation Status Indicator

Indicator 8: College Accreditation Status

Table 8. Accreditation Status

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
Accreditation Status	Fully-Accredit ated No Action	Fully-Accredit ated No Action	Fully-Accredit ated No Action	Fully-Accredit ated No Action	Fully-Accredit ated No Action	Fully-Accredit ated No Action	Fully-Accredit ated No Action	Fully-Accredit ated No Action

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.

College Fiscal Viability Indicators (Optional)

Indicator 9: Full-Time Equivalent Students

Table 9. Full-Time Equivalent Students

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Goal	2019-20 Goal
Full Time Equivalent Students	21,147	20,025	20,143	19,780	19,449	19,492	19,600	20,000

Source: FHDA IRP

Table 9 shows a six-year comparison of state apportionment Full-Time Equivalent Students (FTES). The five-year trend shows De Anza decreasing from 21,147 to 19,492 and having an average of 20,006 FTES over the six years. De Anza set the short-term goal for state apportionment FTES at 19,600 and long-term goal at 20,000. This goal matches the 2015-2016 Educational Master Plan goal for this metric to be achieved by 2019-20.

College Choice (Optional)

Indicator 10: Student Equity

Table 10. Student Equity

There will be no more than a 5 percentage point difference between the annual Course Completion Rate for targeted groups and all other groups.

Measure	5 Year Average	Current Rate	Master Plan Goal	Aspirational Goal	Standard
There will be no more than a 5 percentage point difference between the annual Course Completion Rate for targeted groups and all other groups (IEPI indicator).	68% - Average of Targeted vs 74% Non Targeted	68% - Average of Targeted vs 77% Non Targeted	72% - African America, Latino and Filipino	74% - African America, Latino and Filipino	67% - African America, Latino and Filipino