

2016-2017

Institution-Set Standards
and
Institutional Effectiveness Partnership Initiative (IEPI) Goals



Background and Context: What is the IEPI?

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative, grant-funded effort between the Chancellor's Office, the Success Center for California Community Colleges, the ASCCC, the RP Group, and other consultation groups within the CCC system. The goal of the initiative is to advance institutional effectiveness in the California community colleges, and to enhance the system's ability to serve students and support their success. In the process, the IEPI hopes to significantly reduce the number of accreditation sanctions and audit issues. An important focus of the grant is to draw on the expertise and innovation from within the CCC system, advance best practices, and help individual colleges avoid potential pitfalls.

The initiative has three major components:

1. A framework of indicators and college/district goals.
 - The framework includes student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and Federal guidelines.
 - The framework draws heavily on existing indicators and publicly available data.
 - The framework and goals system for year two is statutorily required to be implemented by June 30, 2017.
2. Partnership Resource Teams (PRTs) that can provide assistance to institutions.
 - To express interest in a team visit, an institution's CEO submits a short letter of interest.
 - Team members will be drawn from a pool of experts nominated through or appointed by statewide professional organizations and others. Team composition for each institution is approved by the applicable CEO and CCCCCO.
 - The team will visit at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits are available as needed.
 - Grants of up to \$150,000 in seed money will be available to institutions that receive team visits, to accelerate implementation of improvement plans, called innovation and Effectiveness Plans. Grants will be available while funds are available.
3. Professional development opportunities related to institutional effectiveness.
 - An online clearinghouse will include both effective practices and pitfalls to avoid related to accreditation and audit issues, as well as other topics related to institutional effectiveness.
 - Regional workshops will supplement the materials in the online clearinghouse. These workshops will be recorded and made available online through the clearinghouse.
 - Professional development opportunities are available to all colleges/districts regardless of participation with Partnership Resource Teams.

Further information about the IEPI is available from the following Chancellor's Office website:
<http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>

Modesto Junior College IEPI Goals and Institution Set Standards 2016-2017

1. Accreditation Status

Modesto Junior College is currently fully accredited by the Accrediting Commission for Community and Junior Colleges (AACJC) as part of the Western Association of Schools and Colleges (WASC). The commission is recognized as an institutional accrediting body by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. ACCJC removed a previous probation status to reaffirm Modesto Junior College's accreditation without sanctions in February 2014. MJC's next accreditation visit will occur in October 2017. Modesto Junior College's long-term goal for this indicator is **Fully Accredited – No Action (FA-N)**.

2. Fund Balance

The Yosemite Community College District Chancellor has designated a policy specifying a reserve be maintained at **10%** of the unrestricted general fund. Modesto Junior College, as part of the district, contributes to that goal as is consistent with the district's designated reserve target.

3. Audit Opinion

For this indicator, Modesto Junior College sets its short-term goal of audit opinion as **Unmodified**.

4. Institution-Set Standards

Institution-set standards are based off internal Datatel reporting, for inclusive student number count and unduplicated award levels. These figures will vary from state reports, which have additional filter criteria and report multiple degrees / certificates separately.

64.8 % ... Institution-set standard for successful student course completion.

1195 Institution-set standard for unduplicated student completion of degrees and certificates combined.

999 Institution-set standards for the number of unduplicated student completion of degrees, per year.

229 Institution-set standard for the number of student completion of certificates, per year.

7% Institution-set standard for the number of degree and transfer focused students who transfer each year to 4-year colleges/universities (denominator population change from prior.)

Methodology for Developing Institution-Set Standards:

The methodology for developing Institution-Set Standards requires analyzing the last 5 years of College data. Because the institution-Set Standards are considered a baseline, the lowest of the last 5 years of indicators are recommended to College Council as the new Institution-Set Standard each year.

College Process for Reviewing, Evaluating, and Addressing Institution-Set Standards:

The College will review and approve Institution-Set Standards and IEPI goals on an annual basis. If the College does not meet the Institution-Set Standards, the College Council will appoint a taskforce in consultation with the Academic Senate to evaluate and develop plans to address any shortcomings. The taskforce will make recommendations to College Council.

Proposed Aspirational Goals: 2017-2018 and 6-year

MJC is developing one and six year goals for the indicators below, based on the 2017 MJC Scorecard results released at the end of March 2017. The 2016-17 values are last years stated and agreed upon goals (see * below). The 2017-18 Goal figures are based on attaining a 10% increase in overall six-year completion rate by 2022 (see ** below).

a) Successful Course Completion [REQUIRED GOAL]

The successful course completion rate is defined as the percentage of for-credit course enrollments where students have earned a grade of C or better. The table below shows a five-year trend of MJC' fall semester successful course completion rate. Overall rates of successful course completion, based on Fall rates for each of the past five years, trended upward from **64.8** in Fall 2011 to **67.1** in Fall 2014, declined slightly to **66.6** in Fall 2015 and then rose to a new high of **68.1** in Fall 2016. With the help of SSSP and Student Equity Funding, MJC has been emphasizing continued improvement in course success rates overall in the years 2016-17 and beyond. Our recommended goal for 2017-18 of **68.3** is premised on continued gradual improvement in overall success rates (approximately 0.2% improvement for Fall 2017 compared with Fall 2016). *A long-term 6-year aspirational goal for this data measure is recommended at **75.0** by Fall 2022.*

	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	2016 Fall actual	2017 Fall goal**	6 Year aspirational goal
Course Completion (fall)	64.8	66.0	66.8	67.1	66.6	68.1	68.3	75

Source: CCCCO Datamart, Fall term Success and Retention: <http://datamart.cccco.edu/datamart.aspx>.

b) Overall Completion Rate

Scorecard definition: Percentage of degree, certificate, and/or transfer seeking students starting first time, tracked for six years who completed a degree, certificate, or transfer related outcome.

Year of Completion	11-12	12-13	13-14	14-15	15-16 actual	16-17 goal*	17-18 goal**	6 year aspirational goal
College Prepared	62.0	58.5	56.2	60.6	55.5	58.5	55.7	65.5
Unprepared for College	39.2	38.8	38.5	39.6	39.6	40.5	39.8	49.6
Overall	43.9	42.6	42.3	43.7	43.0	43.6	43.2	53.0

Source: CCCCO Scorecard.

c) Remedial Rate

Scorecard definition: Percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Year of Completion	11-12	12-13	13-14	14-15	15-16 actual	16-17 goal*	17-18 goal**	6 year aspirational goal
Math	30.8	38.3	40.3	40.3	44.4	49.1	44.6	54.3
English	39.4	42.6	39.8	43.6	46.7	45.0	46.9	56.7
ESL	9.0	20.6	15.4	15.7	22.7	22.5	22.9	32.7

Source: CCCC Scorecard.

d) Career Technical Education Rate

Scorecard definition, Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time tracked for six years who completed a degree, certificate, apprenticeship or transfer-related outcomes.

Year of Completion	11-12	12-13	13-14	14-15	15-16 actual	16-17 goal*	17-18 goal**	6 year aspirational goal
CTE	56.2	53.6	55.3	56.9	56.9	57.10	57.11	66.9

Source: CCCC Scorecard.

e) Completion of Degrees

The number of Modesto Junior College degrees awarded increased each year from 2010-11 to 2015-16 (with the exception of 2012/13); however, enrollments also began to decline in 2011-12 through 2013-14. The degree-completion estimate for 2016-17 is projected to be slightly higher than the previous years, and the goal for 2017-18 is to continue an upward trend through careful attention to reducing overall time-to-degree and increasing proportions of students enrolling on a full-time credit basis.

	11-12	12-13	13-14	14-15	15-16 actual	16-17 goal*	17-18 goal**	6 year aspirational goal
Degrees	1232	1200	1287	1457	1555	1480	1558	1711

Source: CCCC DataMart, total number of annual degrees awarded

f) Completion of Certificates

The number of certificates earned by MJC students steadily increased through 2012-13 and then showed a substantial increase in 2014-15. The outlook is that certificates will increase over the next year due to an increase in the number of new certificate programs, FTES, and department focus on awarding certificates.

	11-12	12-13	13-14	14-15	15-16 actual	16-17 goal*	17-18 goal**	6 year aspirational goal
Certificates	315	497	411	436	445	574	446	490

Source: CCCCO DataMart, total number of annual degrees awarded

g) Transfer Data

Transfer Institution	10-11	11-12	12-13	13-14	14-15	15-16
Total CSU	781	743	535	817	800	862
Total UC	70	60	70	73	75	75
In-State Private (ISP)	234	217	225	172	183	151
Out-of-State (OOS)	205	199	235	274	259	326
TOTALS	1290	1219	1065	1336	1317	1414

Sources: California State University Analytic Studies <http://asd.calstate.edu/cc/SummaryYear.asp>;
 University of California <http://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc>;
 In-State Private and Out-of-State Institutions: http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

Footnotes

* 2016-2017 Goals: Set during the 2015-2016 Academic Year, these were calculated with a linear forecasting model based on the given 5-6 years of data. The confidence in this forecast was evaluated against an R square of trend data, with values below .5 being suspect.

** 2017-18 and beyond goals are set towards the college aspirational goal of a 53% overall completion rate by 2022. To attain this, an incremental goal has been adopted, based around a standard distribution with a mean time to degree of 3.75 years. This will allow time for current measures to have an impact, while addressing the 3.5-4-year time to graduation.

Appendix A

Full 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 2010-11 tracked for six years through 2015-16 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 2015-16 who started first time in 2010-11 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 2015-16 who started first time in 2010-11 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 the fall semester.
Completion of degrees (Datamart)	Number of associate degrees completed in 2015-16
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2015-16
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 2015-16.
Accreditation Status	
Accreditation status	Latest ACCJC action: Fully Accredited, Reaffirmed Fully Accredited, Warning Fully Accredited, Probation Fully Accredited, Show Cause Fully Accredited, Restoration
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

Appendix B Education Code Reference

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 system-wide goals framework that addresses at least all of the areas specified in subdivision (a). The development of the system-wide 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 2017-18 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 system-wide 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.)

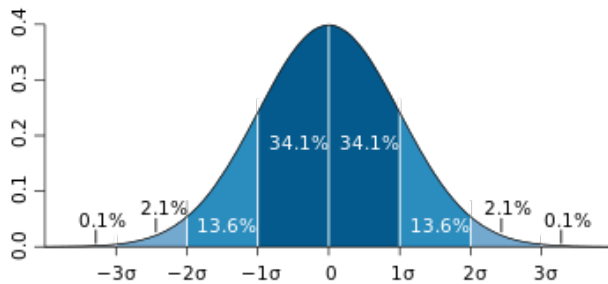
Appendix C Methodology

Goals, as Aspirations.	The California Community College’s Chancellor’s Office of Institutional Effectiveness states in their IEPI FAQ “The goals should be aspirational. Colleges will not be judged on whether they reach their goals. These indicators are to act as a tool for colleges to start a discussion about where they might have problems or be able to improve.”
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Goal Setting Toward a 6-Year 10% Increase

One portion of the IEPI Goals is to set a 6-year aspirational goal, for which the college has set an increase of 10 percentage points in the overall completion rate. When setting the year-to-year goals to attain the 6-year rate, consideration was made in the time for initiatives to develop and show results. Conversely, cohort time to graduation is typically 3-4 years, not 6 years, so initiatives will need to show improvement quickly. With both factors in mind, a bell-curve distribution was used, with the most goal increase occurring in the middle of the 6-year cycle, with little changes at the beginning or end. The proportion of each follows standard deviations, divided over 6 terms or time periods. For example, the 10% increase in college unprepared completion rate increase is split out as;

Years (Term)	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
% of distribution	0.01	0.021	0.0544	0.0816	0.1364	0.2046	0.1364	0.2046	0.0816	0.0544	0.021	0.01
% goal / Yr	0.10%	0.21%	0.54%	0.82%	1.36%	2.05%	1.36%	2.05%	0.82%	0.54%	0.21%	0.10%
Goal	43.1%	43.3%	43.9%	44.7%	46.0%	48.1%	49.4%	51.5%	52.3%	52.9%	53.1%	53.2%



Which rounds off to;

Year	1	2	3	4	5	6
Goal	43%	45%	48%	51%	53%	53%