

# Institutional Effectiveness Partnership Initiative Advisory Committee

## Framework of Indicators

| College/District Indicator  | Brief Definition   |
|---|--|
| <b>Student performance and outcomes</b>   |  |
| 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. <sup>1</sup>  |
| <b>Accreditation Status</b>   |  |
| Accreditation status  | Latest ACCJC action:<br>Fully Accredited, Reaffirmed<br>Fully Accredited, Warning<br>Fully Accredited, Probation<br>Fully Accredited, Show Cause<br>Fully Accredited, Restoration  |
| Date of next visit  | Informational item - no target collected.  |
| <b>Fiscal viability and programmatic compliance with state and federal guidelines</b> |  |
| 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  |

<sup>1</sup> 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.

**In year one, three years of baseline trend data would be prepopulated and sent to each college by the Chancellor's Office. Each college would use a collegial consultation process to set goals (short term and long term) for the subsequent year and return a spreadsheet to the Chancellor's Office with the goals in June.**