Institutional Effectiveness Partnership Initiative (IEPI):
2017 IEPI Goals Report

May 17, 2017
Planning and Resource Council (PaRC) Meeting

FOOTHILL
COLLEGE

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Background

- Pursuant to **Education Code section 84754.6**, the Board of Governors (BOG) adopted the Year-Three goals framework at its November 14, 2016, meeting to measure the ongoing condition of a community college's operational environment. This statute also requires that, **as a condition of receipt of Student Success and Support Program funds**, each college develop, adopt and post a goals framework that addresses, at a minimum, the following four areas:

  1. student performance and outcomes
  2. accreditation status
  3. fiscal viability
  4. programmatic compliance with state and federal guidelines

College Task

Each institution should adopt the framework of indicators approved by the BOG, and **colleges/districts should set both short-term (1-year) and long-term (6-year) goals** for each of the Year-Three indicators marked as "Required" in the Indicator Portal. In addition to the required goals, colleges/districts may choose to adopt some or all of the goals marked as "Optional."

College needs to develop, adopt and publicly posted the goals framework.

IEPI Indicators (required)

Indicators	2014-15 (Year 1)	2015-16 (Year 2)	2016-17 (Year 3)
College			
1. Course completion (fall term, credit)	☑	☑	☑
2. Basic skills achievement (college choice; English, Math, ESL)	☑	☑	☑
3. Accreditation Status	☑	☑	☑
District			
4. Fund balance*	☑	☑	☑
5. Audit Findings**	☑	☑	☑
6. State compliance**	☑	☑	☑
7. Federal compliance**	☑	☑	☑

*End of year unrestricted general fund balance as a percentage of total expenditures. This indicator demonstrates the district's ability to maintain solvency and adjust to unforeseen circumstances.

**Independent audit opinion relating to financial statements and internal controls over financial reporting. "Unmodified" or "unqualified" findings with minimal or no material weaknesses or significant deficiencies.

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IEPI Indicators (optional)
Student Performance Outcomes

- **Optional and available in prior years**
  - **Completion Rate (overall, prepared, unprepared):** percentage of first-time students with minimum of 6 units earned, who attempted any English/Math in the first 3 years and completed a degree, certificate or transfer-related outcome within 6 years
  - **CTE Completion Rate:** percentage of students who attempted a CTE course for the first time and completed more than 8 units in the subsequent 3 years in a single discipline and completed a degree, certificate or transfer-related outcome within 6 years
  - **Degree Completion:** number of associate degrees awarded
  - **Certificate Completion:** number of certificates awarded (Chancellor-approved)
  - **Transfer:** number of students who transferred to a four-year institution

- **Optional and new for 2016-17**
  - **Transfer-level English/Math achievement rate, Year 1 & 2:** percentage first-time students with a minimum of 6 units earned, who attempted any English/Math in their first year and achieved successful completion in a transfer-level English/Math course in year 1 or year 2
  - **Median time to degree:** median number of academic years needed to obtain an AA, AS or ADT
  - **Low unit certificates:** number of non-Chancellor's Office-approved certificates awarded
  - **CTE skills builders:** median percentage change in wages (before and after enrollment) for students who completed CTE coursework and left the system without earning a degree, certificate or transfer-related outcome in the following year
  - **Career Development & College Preparation Completion Rate:** percentage of students who attempted a two or more CDCP courses, with a minimum of 4 attendance hours in each of those course within 3 years and completed a degree, certificate or transfer-related outcome within 6 years
  - **Non-credit:** college to identify a non-credit indicator and provide a narrative
  - **District participation rate:** percentage of 18-24 year olds living within district boundaries who enrolled in at least one of the district's colleges

IEPI Indicators (optional)
Fiscal Viability

- **Optional and available in prior years**
    - **FTES:** annual number of full-time equivalent students
    - **Salary & Benefits:** salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
    - **Annual Operating Excess/(Deficiency):** net increase or decrease in unrestricted general fund balance
    - **Cash Balance:** unrestricted and restricted general fund cash balance, excluding investments

- **Optional and new for 2016-17**
    - **Other Post-Employment Benefits (OPEB) Liability:** percentage of OPEB liability that the district's set aside funds represents, including both funds in and outside of trust and designated for this liability
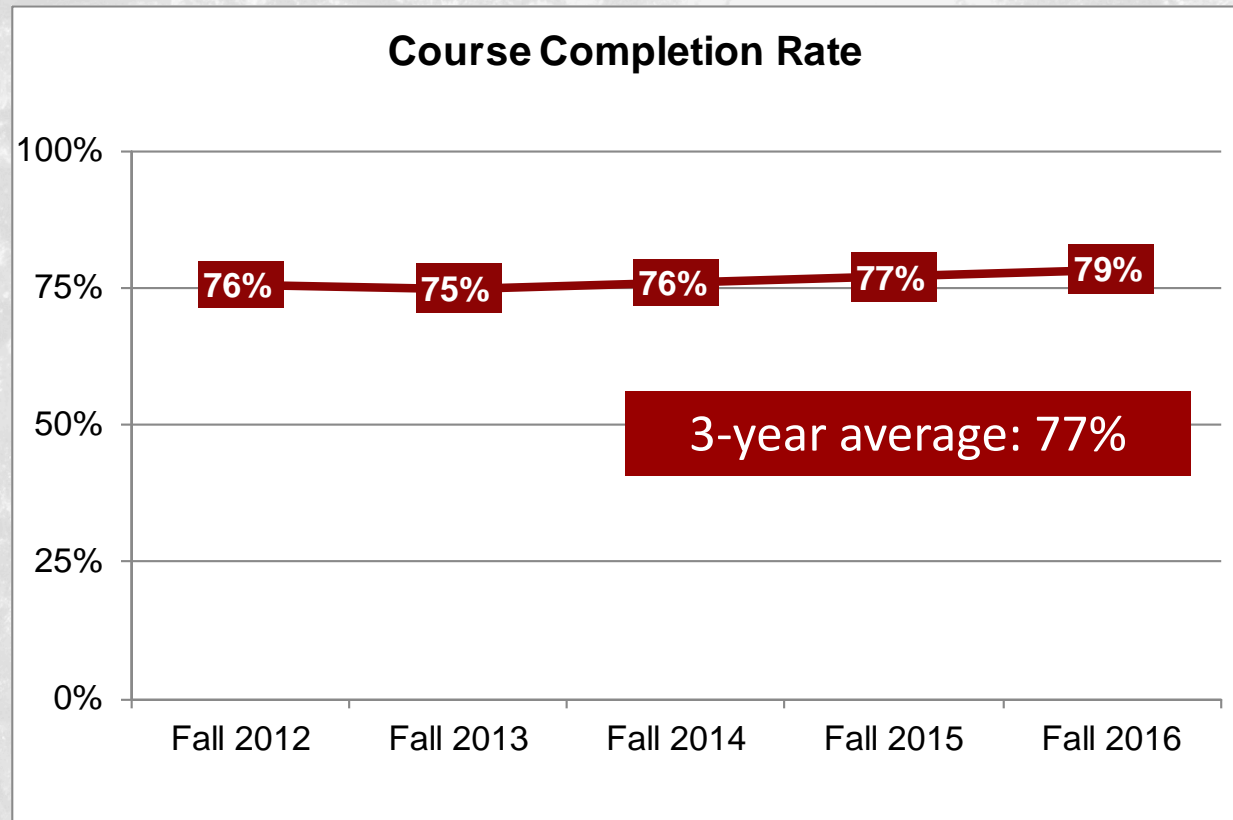
Foothill's Approach
(methodology unchanged)

- Data

  - Most recent 3 fall terms: 2014, 2015, 2016
  - Most recent 3 scorecard cohorts: 2013-14 to 2015-16
  - IEPI Goals
    - 1-year goal: 1 percentage point increase of 3-year average
    - 6-year goal: 3 percentage point increase of 3-year average

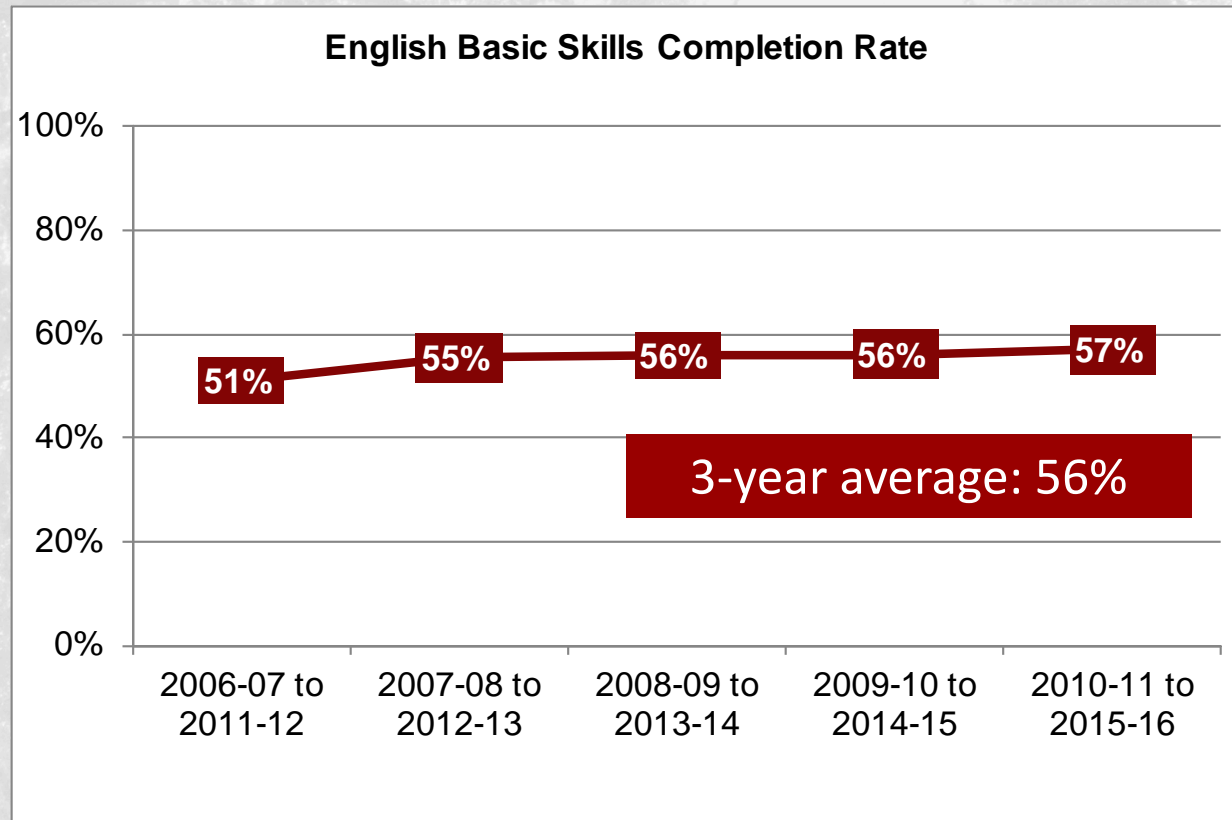- Sources
  - CCCCO Data Mart, Scorecard

Course Completion

Course Completion Rate

- Fall 2012: 76%
- Fall 2013: 75%
- Fall 2014: 76%
- Fall 2015: 77%
- Fall 2016: 79%

3-year average: 77%

- Completion based on passing course with A, B, C, or P grade; includes all credit courses offered in Fall term
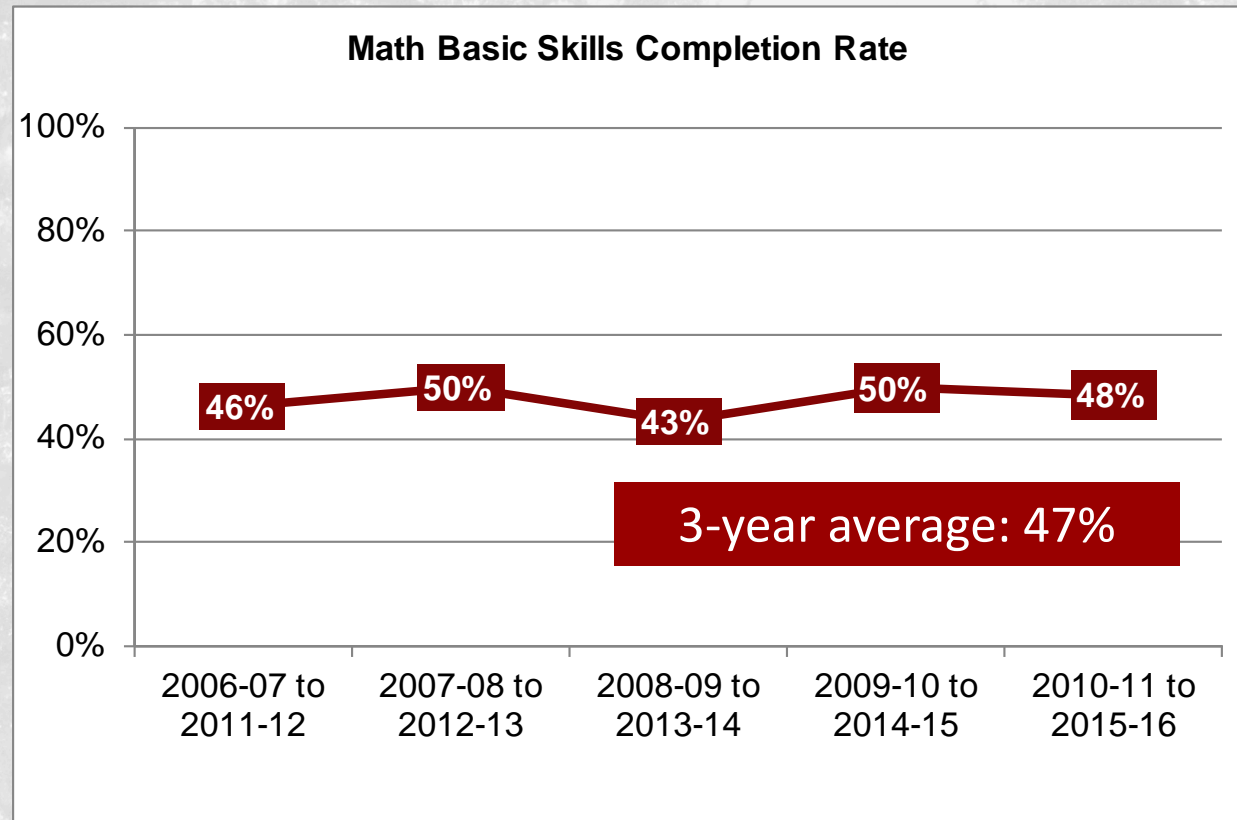
English Basic Skills Completion

English Basic Skills Completion Rate

- The percentage of credit students who attempted for the first time a course designated at 1 to 4 levels below transfer in English and successfully completed a college-level course in English within six years.
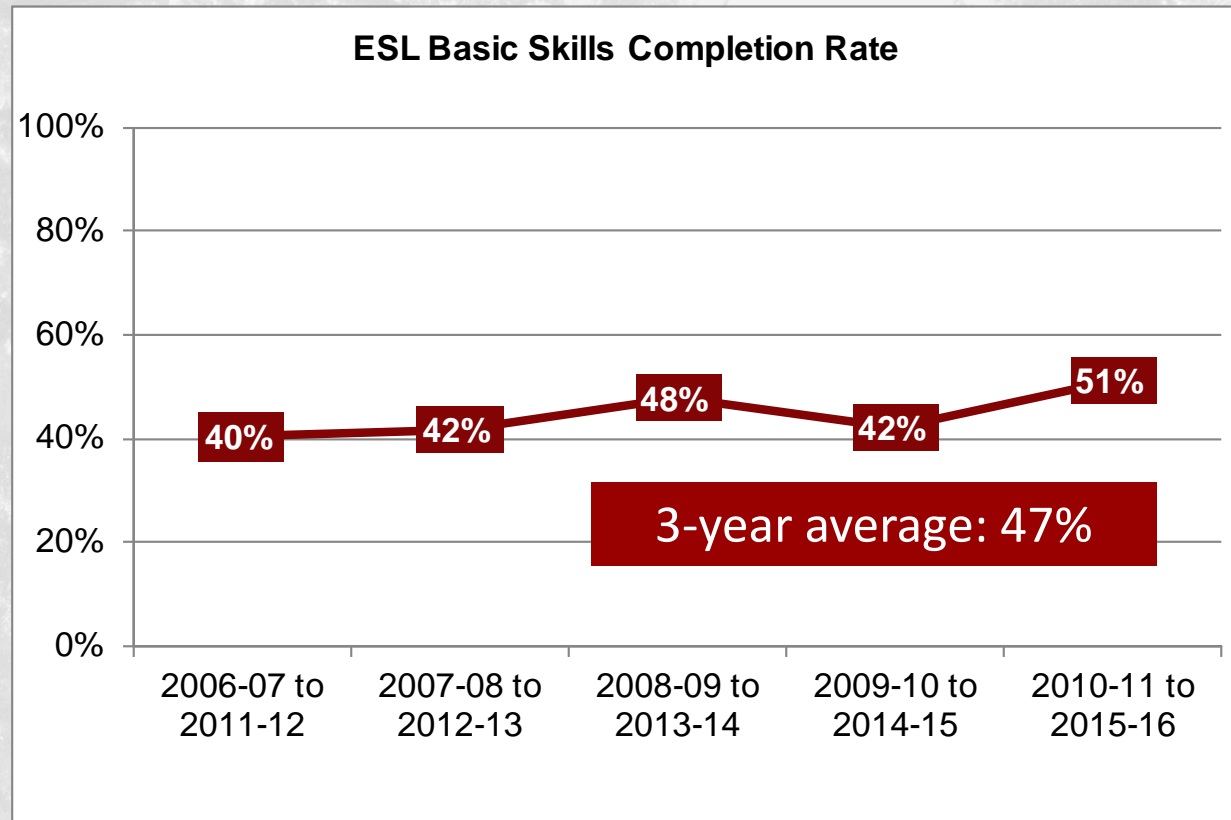
Math Basic Skills Completion

Math Basic Skills Completion Rate

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16
	46%	50%	43%	50%	48%

3-year average: 47%

- The percentage of credit students who attempted for the first time a course designated at 2 to 4 levels below transfer in Math and successfully completed a college-level course in Math within six years.

ESL Basic Skills Completion

ESL Basic Skills Completion Rate

- The percentage of credit students who attempted any levels of ESL and successfully completed a college-level course in ESL/English within six years.

2017 IEPI Goals

Indicators	2016-17 (to be submitted)			2015-16 (last year)	
	3-Yr Avg	1-Yr Goal (Fall 2017)	6-Yr Goal (2022-23)	1-Yr Goal (Fall 2016)	6-Yr Goal (2021-22)
College					
1. Course completion	77%	78%	80%	77%	79%
2A. English basic skills completion	56%	57%	59%	57%	59%
2B. Math basic skills completion	47%	48%	50%	48%	50%
2C. ESL basic skills completion	47%	48%	50%	45%	47%
3. Accreditation Status	-	Fully accredited; no action		Fully accredited; no action	
District					
4. Fund balance*	-	5%	5%	5%	5%
5. Audit findings**	-	Unmodified		Unmodified	
6. State compliance**	-	Unmodified		Unmodified	
7. Federal compliance**	-	Unmodified		Unmodified	

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