Background

In 2014 legislation established a new system of indicators and goals that are intended to encourage improvement in institutional effectiveness at California community colleges. Pursuant to Education Code section 84754.6, the Board of Governors (BOG) adopted a goals framework at its March 16, 2015 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: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines.

Purpose of IEPI

The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

Three Major Components of IEPI
1. Develop a **framework of indicators and college/district goals**.
2. Make **Technical Assistance Teams** (called Partnership Resource Teams) available to colleges who express interest in receiving assistance.
3. Enhance **professional development opportunities** for colleges related to institutional effectiveness. (**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.)

2016 (Year 2)

Each District and College has until June 15, 2016 to adopt eight short and long term goals, four District and four College Indicator Rate targets. The data for Crafton Hills College, San Bernardino Community College District, and all of the other colleges and districts in the State can be viewed at the following website: https://misweb.cccco.edu/ie/DistrictSelect.aspx. In addition, there are a total of 22 metrics (an increase of 4 from last year) and each college will need to eventually set short and long-term targets for all 22 metrics. All of these can be viewed at the link referenced above. Historical data and the Crafton Hills College targets are listed below for the required goals.

College Student Performance and Outcomes – Crafton Hills College

15. Successful Course Completion (Datamart) – Fall Term Only. Success rate is defined as earning a grade of A, B, C, or CR/P divided by the number of grades on record (A, B, C, D, F, CR/P, NC/NP, W or I) in any course where students earn a grade on record (GOR). The GOR represents the number of students enrolled at census.

Table 1: Course Success Rate by Fall Term from 2009 – 2010 to 2013 – 2014.

Term	Course Success Rate		
	#	**N**	**%**
Fall 2010	11,927	16,981	70.2
Fall 2011	11,594	15,602	74.3
Fall 2012	11,342	15,282	74.2
Fall 2013	10,900	15,211	71.7
Fall 2014	12,424	16,940	73.3
Fall 2015	11,991	16,642	72.1
Last Year's Short Term Goal to meet in 2015-2016			73.0
Fall 2016 Required Goal			?
Fall 2021 Required Goal			?

Note: Source is the IEPI and the CCCCO Datamart.

Table 1A: Contiguous District College Fall 2015 Course Success Rates sorted in Descending Order.

College	Course Success Rate		
	#	**N**	**%**
Copper Mountain Total	3,545	4,865	72.87
Crafton Hills Total	11,991	16,642	72.05
Norco College Total	15,425	22,081	69.86
Statewide Total	2,687,558	3,862,722	69.58
Chaffey Total	39,570	57,571	68.73
Mt. San Jacinto Total	27,558	40,516	68.02
Moreno Valley Total	13,243	19,528	67.82
San Bernardino Total	23,097	34,890	66.20
Riverside Total	31,356	47,786	65.62
Victor Valley Total	20,443	31,747	64.39

Table 1B: Draft Course Success Rate Targets using the Five-Year Total and the Most Recent Term as Possible Baselines.

Possible Baselines	Course Success			.10 Effect Size* (Long-Term Goal – 6 Years)	Annual Target to Reach .10 ES Increase in 6 Years (Short-Term Goal)
	#	**N**	**%**		
Five-Year Total: Fall 2011 – Fall 2015	58,251	79,677	**73.1**	77.4	73.8
Most Recent Term: Fall 2015	11,991	16,642	**72.1**	76.3	72.8
Possible Short and Long-Term Target				73.0	73.0

Note: "#" refers to the number of students who earned an A, B, C, or P grade, "N" refers to the number of grades on record (A, B, C, D, F, I, P, NP, or W), and % is the course success rate: #/N * 100.
*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each success rate. A .10 effect size corresponds to a Pearson r of .05. The effect size is a standardized measure that indicates a meaningful or substantial effect or difference.

College Accreditation Status Indicators – Crafton Hills College

19. Accreditation Status: Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action (See key below)

July 2010	Feb 2011	July 2011	Feb 2012	July 2012	Feb 2013	July 2013	Feb 2014	July 2014	Feb 2015	**Short-Term Goal (16-17)**	**Long-Term Goal (21-22)**
FA-SR	FA-P	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-W	FA-SR	FA-N

FA-N – Fully Accredited – No Action, **FA-RA** – Fully Accredited – Reaffirmed – ACCJC Comprehensive Visit, **FA-SR** – Fully Accredited – Sanction Removed – Special Visit or Report, **FA-SR/RA** – Fully Accredited Sanction Removed/Reaffirmed on ACCJC Visit, **FA-W** – Fully Accredited – Warning, **FA-P** – Fully Accredited – Probation, **FA-SC** – Fully Accredited – Show Cause, **FA-PT** – Fully Accredited – Pending Termination, **T** – Termination, **FA-RT** – Fully Accredited – Restoration, **IA** – Initial Accreditation

Next Accreditation Visit. Term of next accreditation visit – information item, no target collected.
Spring 2016 based on follow-up report due on March 15, 2016.

College Choice Indicators – Crafton Hills College

21. College Choice Student Achievement: College must set a goal focused on unprepared students or basic skills students from indicators 9 (Completion Rate Scorecard – Unprepared for College), 11 (Math Remedial Rate Scorecard), 12 (English Remedial Rate Scorecard), or 13 (ESL Remedial Rate – Not Applicable for CHC) above. In the narrative box below, note which indicator has been chosen.

Need to choose from one of the following (9, 11, or 12) to set short and long-term goal:

9. Completion Rate (Scorecard) – Unprepared for College: Percentage of first time degree, certificate, and/or transfer seeking students tracked for six years who attempted any level of Math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome.

Table 2: Student Scorecard Six-Year Completion Rate for Students who Started Crafton Unprepared for College.

Cohort	Completion Rate – Unprepared for College		
	#	N	%
2004-05 to 2009-10	279	769	**36.3**
2005-06 to 2010-11	279	768	**36.3**
2006-07 to 2011-12	281	776	**36.2**
2007-08 to 2012-13	271	816	**33.2**
2008-09 to 2013-14	302	899	**33.6**
2009-10 to 2014-15	**Not Available**		
2016-2017 Required Goal			**?**
2021-2022 Required Goal			**?**

Note: Sources are the CCCCO Datamart and Data on Demand.

Table 2A: Contiguous District College Completion Rate for Unprepared College Students sorted in Descending Order for Most Current Cohort Year: 2008-09 to 2013-14.

College	Completion Rate – Unprepared for College
Chaffey	39.4%
Statewide	39.2%
Riverside	35.9%
Mt. San Jacinto	35.8%
Victor Valley	34.1%
CHC	33.6%
SBVC	31.4%
Copper Mountain	22.8%

Table 2B: Draft College Completion Rate for Unprepared College Students Targets using the Five-Year Total and the Most Recent Cohort as Possible Baselines.

Possible Baselines	Completion Rate - Unprepared			.10 Effect Size* (Long-Term Goal – 6 Years)	Annual Target to Reach .10 ES Increase in 6 Years (Short-Term Goal)
	#	N	%		
Five-Year Total: 2004-05 to 2009-10	1,412	4,028	35.1	**39.7**	**35.9**
Most Recent Cohort: 09-10 to 14-15	302	899	33.6	**38.4**	**34.4**

Note: "#" refers to the number of students who earned an A, B, C, or P grade, "N" refers to the number of grades on record (A, B, C, D, F, I, P, NP, or W), and % is the course success rate: #/N * 100.

*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each success rate. A .10 effect size corresponds to a Pearson r of .05. The effect size is a standardized measure that indicates a meaningful or substantial effect or difference.

11. Remedial Rate (Scorecard) - Math: Percentage of credit students tracked for six years who started below transfer level in Math and completed a college-level transfer course in Math.

Table 3: Student Scorecard Six-Year Remedial Math College-Level Completion Rate for Students who started below Transfer in Math.

Cohort	Remedial Rate - Math		
	#	N	%
2004-05 to 2009-10	240	973	**24.7**
2005-06 to 2010-11	238	817	**29.1**
2006-07 to 2011-12	290	890	**32.6**
2007-08 to 2012-13	302	926	**32.6**
2008-09 to 2013-14	301	999	**30.1**
2009-10 to 2014-15	Not Available		
2016-2017 Required Goal			?
2021-2022 Required Goal			?

Note: Sources are the CCCCO Datamart and Data on Demand.

Table 3A: Contiguous District Remedial Math Improvement Rate sorted in Descending Order for Most Current Cohort Year: 2008-09 to 2013-14.

College	Remedial Math Improvement Rate
Victor Valley	42.0
Chaffey	32.9
SBVC	31.6
Statewide	31.0
Copper Mountain	31.0
CHC	30.1
Mt. San Jacinto	29.1
Riverside	27.1

Table 3B: Draft College Remedial Math Improvement Rate Targets using the Five-Year Total and the Most Recent Cohort as Possible Baselines.

Possible Baselines	Remedial Math			.10 Effect Size* (Long-Term Goal – 6 Years)	Annual Target to Reach .10 ES Increase in 6 Years (Short-Term Goal)
	#	N	%		
Five-Year Total: 2004-05 to 2009-10	1,371	4,605	29.8	**34.5**	**30.6**
Most Recent Cohort: 09-10 to 14-15	301	999	30.1	**35.0**	**30.9**

Note: "#" refers to the number of students who earned an A, B, C, or P grade, "N" refers to the number of grades on record (A, B, C, D, F, I, P, NP, or W), and % is the course success rate: #/N * 100.

*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each success rate. A .10 effect size corresponds to a Pearson r of .05. The effect size is a standardized measure that indicates a meaningful or substantial effect or difference.

12. Remedial Rate (Scorecard) – English: Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English.

Table 4: Student Scorecard Six-Year Remedial English Transfer Completion Rate for Students who started below Transfer in English.

Cohort	Remedial Rate - English		
	#	N	%
2004-05 to 2009-10	461	1,082	42.6
2005-06 to 2010-11	414	1,003	41.3
2006-07 to 2011-12	436	997	43.7
2007-08 to 2012-13	458	1,095	41.8
2008-09 to 2013-14	488	1,002	48.7
2009-10 to 2014-15	Not Available		
2016-2017 Required Goal			?
2021-2022 Required Goal			?

Note: Sources are the CCCCO Datamart and Data on Demand.

Table 4A: Contiguous District Remedial English Improvement Rate sorted in Descending Order for Most Current Cohort Year: 2008-09 to 2013-14.

College	Remedial English Improvement Rate
CHC	48.7
Chaffey	43.6
Statewide	43.4
Mt. San Jacinto	39.9
Victor Valley	39.6
Riverside	39.5
Copper Mountain	38.4
SBVC	33.0

Table 4B: Draft College Remedial English Improvement Rate Targets using the Five-Year Total and the Most Recent Cohort as Possible Baselines.

Possible Baselines	Remedial English			.10 Effect Size* (Long-Term Goal – 6 Years)	Annual Target to Reach .10 ES Increase in 6 Years (Short-Term Goal)
	#	N	%		
Five-Year Total: 2004-05 to 2009-10	2,257	5,179	43.6	48.8	44.5
Most Recent Cohort: 09-10 to 14-15	488	1,002	48.7	53.9	49.6

Note: "#" refers to the number of students who earned an A, B, C, or P grade, "N" refers to the number of grades on record (A, B, C, D, F, I, P, NP, or W), and % is the course success rate: #/N * 100.
*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each success rate. A .10 effect size corresponds to a Pearson r of .05. The effect size is a standardized measure that indicates a meaningful or substantial effect or difference.

Required Response: Has your college developed, adopted, and publicly posted the goals framework pursuant to the requirements of Education Code section 84754.6? **Yes** or No