Institutional Effectiveness Framework:
2016-17 Performance Indicators
Short- and Long-Term Goals with Historical Data

BACKGROUND

The CLPCCD Institutional Effectiveness Framework is based on the California Community College Chancellor's Institutional Effectiveness Framework of Indicators. The statewide framework was developed by the Institutional Effectiveness Partnership Initiative (IEPI), and first adopted by the State Chancellor in March 2015. The overarching purpose of this framework is to encourage improvement in institutional effectiveness and enhance colleges' ability to serve student. Colleges are required to adopt a local framework of indicators and goals to be eligible for Student Success and Support Program funds.

For "Year-Two" of the framework, the Chancellor's Office requires colleges to locally adopt and set goals for four (4) district-wide indicators and at least three (3) college-wide indicators from a list of 22 state defined indicators. For more information visit the Division of Institutional Effectiveness at the Chancellor's Office < http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx >.

CLPCCD INDICATORS (District-Wide)

INDICATOR #1 Fund Balance	2010-11	2011-12	2012-13	2013-14	2014-15	Short Term Goal (2016-17)	Long Term Goal (6 Year)
	6.6	6.3	8.1	11.4	15.8	**8.0**	**8.0**

Ending unrestricted general fund balance as a percentage of total expenditures.

INDICATOR #2 Audit Opinion Financial Statement	2014-15	Short Term Goal (2016-17)	Long Term Goal (6 Year)
	Yes	**Yes**	**Yes**

'Yes" indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion.

INDICATOR #3 State Compliance	2014-15	Short Term Goal (2016-17)	Long Term Goal (6 Year)
	Yes	**Yes**	**Yes**

'Yes" indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion.

INDICATOR #4 Federal Award/ Compliance	2014-15	Short Term Goal (2016-17)	Long Term Goal (6 Year)
	Yes	**Yes**	**Yes**

'Yes" indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion.

CHABOT COLLEGE INDICATORS

INDICATOR #1 **Accreditation Status**	Feb. 2011	Feb. 2012	Feb. 2013	Feb. 2014	Feb. 2015	**Short Term Goal** (2016-17)	**Long Term Goal** (6 Year)
	FA-N	FA-N	FA-N	FA-N	FA-N	**FA-RA**	**FA-N**

FA-N: Fully Accredited – No Action; FA-RA: Fully Accredited – Reaffirmed

INDICATOR #2 **Successful Course Completion Rate**	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	**Short Term Goal** (Fall 16)	**Long Term Goal** (6 Year)
	68.1%	68.8%	69.8%	68.1%	68.4%	**69.0%**	**69.6%**

Definition: Successful course completion rate is the percentage of fall term credit course enrollments where students earned a grade of C or better.

INDICATOR #3 **Completion rates of Basic Skills Students** (Scorecard)	*Cohorts Tracked for Six Years*					**Short Term Goal (2010-11** Cohort)	**Long Term Goal** (6 Year)
	2005-06	2006-07	2007-08	2008-09	2009-10		
	44.9%	44.4%	43.9%	42.5%	42.6%	**43.0%**	**44.0%**

Definition: Percentage of degree, certificate, and/or transfer seeking students tracked for six years who attempted a basic skills math and/or English course, who completed a degree, certificate, or transfer related outcome.

LAS POSITAS COLLEGE INDICATORS

INDICATOR #1 **Accreditation Status**	Feb. 2011	Feb. 2012	Feb. 2013	Feb. 2014	Feb. 2015	**Short Term Goal** (2016-17)	**Long Term Goal** (6 Year)
	FA-N	FA-N	FA-N	FA-N	FA-N	**FA-RA**	**FA-N**

FA-N: Fully Accredited – No Action; FA-RA: Fully Accredited – Reaffirmed

INDICATOR #2 **Successful Course Completion Rate**	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	**Short Term Goal** (Fall 16)	**Long Term Goal** (6 Year)
	70.9%	70.8%	70.9%	70.3%	69.3%	**69.5%**	**70.3%**

Definition: Successful course completion rate is the percentage of fall term credit course enrollments where students earned a grade of C or better.

INDICATOR #3 **English Remedial Rate** (Scorecard)	*Cohorts Tracked for Six Years*					**Short Term Goal** (2010-11 Cohort)	**Long Term Goal** (6 Year)
	2005-06	2006-07	2007-08	2008-09	2009-10		
	58.4%	60.9%	63.9%	61.6%	66.2%	**61.6%**	**62.0%**

Definition: Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English.

INDICATOR #4 **Math Remedial Rate** (Scorecard)	*Cohorts Tracked for Six Years*					**Short Term Goal** (2010-11 Cohort)	**Long Term Goal** (6 Year)
	2005-06	2006-07	2007-08	2008-09	2009-10		
	35.1%	33.1%	33.2%	31.7%	37.1%	**34.0%**	**35.0%**

Definition: Percentage of credit students tracked for six years who started two or more levels below transfer level math and completed a college-level/transferable math course.

INDICATOR #5 **Fall-to-Fall Persistence Rate of New Students**	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15	**Short Term Goal** (Fall 16 to Fall 17)	**Long Term Goal** (6 Year)
	64%	65%	69%	65%	62%	**63%**	**64%**

Definition: Of the new first-time college students who enrolled in the fall, the number who returned to the college the following fall.

NOTES:

Here are how the locally adopted indicators align with the statewide indicators:

- District-wide indicators #1- 4 correspond to state-wide indicators #1, #5, #6, and #7, respectively.
- Chabot College indicators #1-3 correspond to state-wide indicators #19, #15, and #9, respectively.
- Las Positas College indicators #1-5 correspond to state-wide indicators #19, #15, #11, #12, and #22 (locally defined), respectively; #12 and #22 were not required, but LPC included them as part of their framework.