



**FOOTHILL
COLLEGE**

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foothill.edu

Institutional-Set Standards and Goals: ACCJC Annual Report and Institutional Effectiveness Partnership Initiative (IEPI)

March 2, 2016

Planning and Resource Council (PaRC) Meeting

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FH IR&P

Overview

- Institutional standards (ACCJC)
 - Targets the college should annually meet and easily exceed
 - Minimum levels of achievement
- Institutional goals (IEPI)
 - Advance institutional effectiveness
 - Aspirational levels of achievement

Foothill's Approach

- Data
 - Most recent term/year (Fall 2015, 2014, 2013)
 - Longitudinal (2012-13 to 2014-15)
- Sources
 - CCCCO Data Mart, Student Success Scorecard, FHDA IR&P, FH Workforce Development & Institutional Advancement, CCC Core Indicator Reports
- Discussion
 - PaRC, Workforce Workgroup
 - Documentation

Institutional Standards

Setting the Standards

- Three-year trend
- Three-year average
- Calculate 75% of three-year average

Student Course Completion

Table 1. Student Course Completion Rate

Fall 2015	77%
Fall 2014	76%
Fall 2013	75%
Three-Year Standard Recommendation	76%
Program-Low	57%
Program-High	58%
Three-Year Standard Recommendation	57%

Source: CECO Data Mart

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

**Standard last yr: 57%
Change: 0%**

Student Program Completion

Table 2. Student Degree and Certificate Completion (Total Completed)

2014-15	1087
2013-14	1007
2012-13	979
Total	1024
Recommendation	768

Source:

- Number of AA, AA-T, AS, AS-T and Certificates of Achievement
- Students counted once regardless of how many awards granted

**Standard last yr: 757
Change: +11(+<1%)**

Student Degree Completion

Table 3. Student Degree Completion Number /

2014-15	744
2013-14	662
2012-13	573
2011-12	660
Interim Board Recommendation	495

Source: SAC IR&P

**Standard last yr: 448
Change: +47(+10%)**

- Number of associate degrees

Student Certificate Completion

Table 4. Student Certificate Completion Number (by Year)

2014-15	338
2013-14	533
2012-13	495
Total	522
Inst. Commendation	392

Source: Foothill College

- Number of Certificates of Achievement

Student Transfers to Four Year

Table 5. Student Transfer to Four-Year Colleges/Universities

2014-15	1134
2013-14	1195
2012-13	1069
Three-Year	1133
—	849

Sources: Statewide Student Transfers, UCOP Information Center

- Transfers
- UC transfers
- In-State Privates and Out-of-State transfers (transfer volume on Data Mart)

**Standard last yr: 817
Change: +32 (+4%)**

Additional (CTE) Standards

- Licensure exam pass rate
- Job placement rate
- Initiate discussion at Workforce Workgroup mtg (3/8)
- PaRC review and approval (3/16)

Institutional Goals

Setting the Goals

- Three-year trend
- Three-year average
- Calculate one-year goal based on 1% increase of three-year average
- Calculate six-year goal based on 3% increase of three-year average

Successful Course Completion

Table 6. Student Course Completion Rate

Fall 2015	77%
Fall 2014	76%
Fall 2013	75%
Th	76%
In	77%
In	79%

Source: CCO Data Mart

- Emphasis on decreasing gap among disproportionately impacted groups by 3-percentage points. [EMP, Student Equity Plan]

Remedial Rate-Math

Table 7. Student Pathway Completion: Remedial Math Student Rate

2014-15	49%
2013-14	43%
2012-13	50%
Three-Year Average	47%
Instructional Recommendation: One Year	48%
Instructional Goal Recommendation: Six Years	50%

Source: Student Success Scorecard (tracking 2009-10, 2008-09, 2007-08)

- Emphasis on decreasing current gaps among disproportionately impacted groups by at least half. [EMP, Student Equity Plan]

Remedial Rate-English

Table 8. Student Pathway Completion: Remedial English Three-Year Rate

2014-15	56%
2013-14	56%
2012-13	55%
Three-Year Average	56%
Institutional Recommendation: One Year	57%
Institutional Recommendation: Six Years	59%

Source: Student Success Scorecard [tracking 2009-10, 2008-09, 2007-08]

- Emphasis on decreasing gap among disproportionately impacted groups by 3-percentage points. [EMP, Student Equity Plan]

Remedial Rate-ESL

Table 9. Student Pathway Completion: ESL, Six-Year

2014-15	42%
2013-14	48%
2012-13	42%
Three-Year Average	44%
Institutional Recommendation: One Year	45%
Institutional Recommendation: Six Years	47%

Source: Student Success Scorecard (tracking 2009-10, 2008-09, 2007-08)

New Indicator

- Emphasis on decreasing current gaps among disproportionately impacted groups by at least half. [EMP, Student Equity Plan]

Additional (District) Goals

- Accreditation status: Fully accredited-no action
- Fund balance: 5%
 - Ending unrestricted general fund balance as percentage of total expenditures
- Programmatic compliance: Unmodified
 - As identified in an annual independent audited financial statement
 - Audit findings
 - State Compliance
 - Federal Awards/Compliance

Considerations




- Move to a five-year trend analysis
- Revisit standards and goals rates annually
- Set goals for additional indicators (identified by IEPI)



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