2017 Reedley college institutional set standards

Reedley College Accreditation and Institutional Effectiveness Committee began the development of the Institutional Set Standards (ISS) in Spring 2016 and continue this process today. The committee reviewed 5 years of data to obtain the average and the five year low baseline. To examine institutional effectiveness, the committee will review measures each year.

Created by: Office of Research and Evaluation Approved by: Academic Senate, College Council and President Advisory Cabinet.

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| *Reedley College Institutional Set Standards 2017 (Year-Three)* | **1-Year Goal** | **6- Year Goal** |
|   | **2011-12** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **Average** | **Baseline** | **2017-2018** | **2017-2023** |
| ***1. Student Performance and Outcomes*** |   |   |   |   |   |   |   |   |   |
| 1.1 Retention Rates | 90.9% | 90.9% | 90.9% | 90.8% | 91.7% | **91.0%** | **90.8%** | ***92%*** | ***90%*** |
|   | ***FALL 2011*** | ***FALL 2012*** | ***FALL 2013*** | ***FALL 2014*** | ***FALL 2015*** |  |   |  |   |
| **1.2 Successful Course Completion (IEPI REQUIRED)** | **67.3%** | **67.6%** | **67.9%** | **68.5%** | **69.8%** | **68.2%** | **67.3%** | ***69%*** | ***70%*** |
| **1.3 COLLEGE CHOICE: Basic Skills Successful Course Completion Rates (IEPI REQUIRED COLLEGE CHOICE)** | ***FALL 2012*** | ***FALL 2013*** | ***FALL 2014*** | ***FALL 2015*** | ***FALL 2016*** |  |   |  |   |
| Basic Skills English (Reading & Writing) | 55.0% | 55.5% | 55.5% | 59.3% | 52.1% | **55.5%** | **52.1%** | ***53%*** | *61%* |
| Basic Skills English-Reading | 54.2% | 57.4% | 59.4% | 59.3% | 50.0% | **56.1%** | **50.0%** | ***51%*** | *60%* |
| Basic Skills English-Writing | 49.0% | 47.3% | 36.2% | 39.8% | 57.1% | **45.9%** | **36.2%** | ***52%*** | *54%* |
| Basic Skills Math | 58.3% | 58.4% | 53.1% | 59.2% | 57.8% | **57.7%** | **53.1%** | ***55%*** | *56%* |
| Basic Skills ESL - Reading | 85.3% | 78.7% | 67.8% | 71.0% | 76.5% | **75.8%** | **67.8%** | ***77%*** | *78%* |
| Basic Skills ESL - Writing | 65.6% | 86.8% | 76.8% | 64.5% | 70.5% | **72.8%** | **64.5%** | ***75%*** | *76%* |
| **1.4 Overall Completion Rate (Scorecard)** |   |   |   |   |   |  |   |  |   |
| Prepared | 69.4% | 72.2% | 70.9% | 74.7% | 73.3% | **72.1%** | **69.4%** | ***74%*** | *72%* |
| IEPI COLLEGE CHOICE: Unprepared | 38.9% | 39.8% | 37.3% | 37.9% | 38.6% | **38.5%** | **37.3%** | ***35%*** | *39%* |
| Overall | 45.4% | 46.6% | 44.6% | 46.6% | 46.5% | **45.9%** | **44.6%** | ***45%*** | *46%* |
| **1.5 Persistence Rates (first 3 terms) (Scorecard)** |   |   |   |   |   |  |   |  |   |
| Prepared | 75.1% | 75.3% | 76.4% | 77.3% | 78.8% | **76.6%** | **75.1%** | ***81%*** | *77%* |
| IEPI COLLEGE CHOICE: Unprepared | 72.5% | 70.8% | 72.6% | 70.5% | 70.1% | **71.3%** | **70.1%** | ***69%*** | *72%* |
| Overall | 73.0% | 71.8% | 73.4% | 72.1% | 72.1% | **72.5%** | **71.8%** | ***72%*** | *72%* |
| **1.6 At Least 30 Units Rate (Scorecard)** |   |   |   |   |   |  |   |  |   |
| Prepared | 69.0% | 69.8% | 72.2% | 74.0% | 78.4% | **72.7%** | **69.0%** | ***79%*** | *71%* |
| Unprepared | 61.1% | 61.6% | 62.0% | 61.1% | 61.8% | **61.5%** | **61.1%** | ***59%*** | *62%* |
| Overall | 62.8% | 63.4% | 64.2% | 64.2% | 65.6% | **64.0%** | **62.8%** | ***62%*** | *63%* |
| **1.7 Basic Skills Education Progress (Scorecard)** |   |   |   |   |   |  |   |  |   |
| Math | 31.9% | 30.8% | 34.3% | 32.8% | 35.6% | **33.1%** | **31.9%** | ***30%*** | *32%* |
| English | 34.9% | 33.9% | 36.5% | 37.4% | 40.0% | **36.5%** | **33.9%** | ***34%*** | *36%* |
| ESL | 10.6% | 8.7% | 7.3% | 6.7% | 10.6% | **8.8%** | **6.7%** | ***8%*** | *9%* |
| **1.8 Career Technical Education (CTE) Rate (Scorecard)** | 57.4% | 60.5% | 57.4% | 56.6% | 63.0% | 59.0% | 56.6% | *57%* | *59%* |
| *Reedley College Institutional Set Standards 2017 (Year-Three)* | **1-Year Goal** | **6- Year Goal** |
|  | **2011-12** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **Average** | **Baseline** | **2017-2018** | **2017-2023** |
|  | ***FALL 2012*** | ***FALL 2013*** | ***FALL 2014*** | ***FALL 2015*** | ***FALL 2016*** |  |  |  |  |
| 1.9 CTE Course Completion Rate (Datamart) | 72.1% | 72.0% | 71.2% | 73.9% | 76.4% | **73.1%** | **71.2%** | ***77%*** | ***79%*** |
| 1.10 Transfer Rate (Six-Year) | 43.2% | 43.8% | 44.0% | 41.0% | 45.0% | **43.4%** | **41.0%** | ***43%*** | ***44%*** |
| **1.11 Total Number of Transfers (Six-Year)** | **580** | **608** | **656** | **827** | **\*\*** | **668** | **580** | ***700*** | ***730*** |
| 1.12 Total Number of Degrees or Certificates Awarded | 868 | 1,118 | 1,476 | 1,304 | 1,165 | **1,186** | **868** | ***1,200*** | ***1,400*** |
| **1.13 Number of Degrees Awarded** | **546** | **669** | **780** | **814** | **710** | **704** | **546** | ***825*** | ***580*** |
| **1.14 Number of Certificates Awarded** | **322** | **449** | **696** | **490** | **455** | **482** | **322** | ***500*** | ***525*** |
| **2. Accreditation Status (IEPI REQUIRED)** |   |   |   |   |   |   |   |   |   |
| Status | FA-W | FA-N | FA-N | **FA-N** | **FA-N** |   |   | ***FA-N*** | ***FA-N*** |
| Date of Next Visit | **SPRING 2018** |
| **3. Fiscal Viability**  |   |   |   |   |   |   |   |   |   |
| **3.3 Fund Balance (DISTRICT) (IEPI REQUIRED)** | **28%** | **28%** | **26%** | **19%** | **16%** | **24%** | **16%** | **17%** | **22%** |
| **3.5 Full-Time Equivalent Students (Annual)** | **10,390** | **9,911** | **10,062** | **11,084** | **7,550** | **9,799** | **7,550** | ***9,800*** | ***11,000*** |
| **3.6 Enrollment (unduplicated count) FALL** |  **9,508** | **8,181** | **8,400** | **9,575** | **10,360** | **9,205** | **8,181** | ***10,500*** | ***11,000*** |
|  | ***FALL 2012*** | ***FALL 2013*** | ***FALL 2014*** | ***FALL 2015*** | ***FALL 2016*** |  |  |  |  |
| **3.7 % of Full-Time Students (fall)** | **40.50%** | **39.86%** | **38.90%** | **36.56%** | **33.96%** | **37.96%** | **34%** |  |  |
| 3.8 Course Sections (fall & spring) | 2,446 | 2,297 | 2,383 | 2,837 | 1,969 | **2,386** | **1,969** |  |  |

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| **1. Student Performance Outcomes** | **Definitions** |
| 1.1 Retention Rates (SUMMER, FALL and SPRING) | The percentage of students retained out of the total enrolled (duplicated) (percent of A, B, C, D, F, P, NP, or I (only excludes W’s)). Credit and Basic Skills courses. **Summer, fall and spring terms**. *Source: DataMart > Enrollment Retention/Success Rate > Sum of all Credit Retention* |
| 1.2 Successful Course Completion Rate  | The percentage of ALL students successful ( with a grade of A, B, C, P) in courses out of the total enrolled. **FALL TERM ONLY**. *Source: DataMart > Retention/success Rate > Credit Success Rate* |
| 1.3 **COLLEGE CHOICE:** Basic Skills Successful Course Completion Rates-English, Math & ESL | The percentage of ALL students in basic skills (200 level) English, ESL, or mathematics coursework are successful (with a grade of A, B, C, P). \*\*COURSE OFFERING MAY CHANGE FROM YEAR TO YEAR, ONLY ACTIVE COURSES WILL BE USED\*\* **FALL TERM ONLY. *Source: District ATERM file*** |
| Basic Skills English | Fall: Basic skills English courses: 252 and 262 |
| Basic Skills English-Reading | Fall: Basic skills English reading course: 262 |
| Basic Skills English-Writing | Fall: Basic skills English writing course: 252 |
| Basic Skills Math | Fall: Basic skills mathematics courses: 201, 250, 256 |
| Basic Skills ESL - Reading | Fall: Basic skills ESL reading courses: 266R and 226R |
| Basic Skills ESL - Writing | Fall: Basic skills ESL writing courses: 266W and 225W |
| 1.4 Overall Completion Rate (Scorecard) | Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who completed a degree, certificate or transfer related outcomes (transferred to a four-year college or achieved 'transfer prepared" status-successfully completed 60 UC/CSU transferable units with a GPA>=2.0). **Source: SCORECARD > Five-Year Data** |
| Prepared | Cohort: Student’s lowest course attempted in Math and/or English was college level. |
| Unprepared | Cohort: Student’s lowest course attempted in Math and/or English was remedial level. |
| Overall | Cohort: Student attempted any level of Math or English in the first three years. |
| 1.5 Persistence Rates (first 3 terms) | Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who enrolled in the first three consecutive terms anywhere in the higher education system. **Source: SCORECARD > Five-Year Data** |
| Prepared | Cohort: Student’s lowest course attempted in Math and/or English was college level |
| Unprepared | Cohort: Student’s lowest course attempted in Math and/or English was remedial level |
| Overall | Cohort: Student attempted any level of Math or English in the first three years |
| 1.6 At Least 30 Units Rate | Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who achieved at least 30 units in the CCC system. **Source: SCORECARD > Five-Year Data** |
| Prepared | Cohort: Student’s lowest course attempted in Math and/or English was college level. |
| Unprepared | Cohort: Student’s lowest course attempted in Math and/or English was remedial level. |
| Overall | Cohort: Student attempted any level of Math or English in the first three years. |
| 1.7 Basic Skills Education Progress | Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or EMLS and completed a college-level course in the same discipline. **Source: SCORECARD > Five-Year Data** |
| Math | Cohort: mathematics courses (include both 100 and 200 level courses) |
| English | Cohort: English courses (include both 100 and 200 level courses) |
| EMLS | Cohort: EMLS courses (include both 100 and 200 level courses) |
| 1.8 Career Technical Education (CTE) Rate | Percentage of students tracked for six years who completed more than eight units in courses classified ascareer technical education (or vocational) in a single discipline and completed a degree, certificate or transferred. Source: **SCORECARD > Five-Year Data** |
| 1.9 CTE Course Completion Rate | The percentage of ALL students successful ( with a grade of A, B, C, P) in courses out of the total enrolled. **FALL TERM ONLY**. **Source: DataMart > Retention/success Rate > Vocational Success Rate** |
| 1.10 Transfer Rate (Six-Year) | The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period (6 years) subsequent to initial enrollment. **Source: DataMart > Transfer Velocity > Cohort 6 years back for each academic year outcome. NOTE: Different methodology from IEPI** |
| 1.11 Total Number of Transfers (Six-Year) | # obtained from 1.10  |
| 1.12 Total Number of Degrees or Certificates Awarded | Total number of Degrees and Certificates Awarded (1.13+1.14) |
| 1.13 Number of Degrees Awarded | Number of AA/AS degrees awarded. Summer, fall and spring terms. **Source: DataMart > Outcomes > Program Awards > Chancellor Approved** |
| 1.14 Number of Certificates Awarded | Number of Chancellor's office approved certificates awarded. Summer, fall and spring terms**. Source: DataMart > Outcomes > Program Awards > Chancellor Approved** |
| **2. Accreditation Status** | Status and Next Visit |
|  | List of ACCJC Actions: Fully Accredited, Reaffirmed (FA-RA), Fully Accredited, Sanction Removed (FA-SR), Fully Accredited-Sanction Removed and Reaffirmed (FA-SR/RA) Fully Accredited, Warning (FA-W), Fully Accredited, Probation (FA-P), Fully Accredited, Show Cause (FA-SC), Fully Accredited, Restoration (FA-RS), Fully Accredited, No Action (FA-N) |
| **3. Fiscal Viability** | **Definitions** |
| 3.1 Salary and Benefits | Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures. **(DISTRICT REPORTED BUT NOT DISPLAYED IN ISS)** |
| 3.2 Annual Operating Excess/(Deficiency) | Net increase or decrease in unrestricted general fund balance. **(DISTRICT REPORTED BUT NOT DISPLAYED IN ISS)** |
| 3.3 Fund Balance | Ending unrestricted general fund balance as a percentage of total expenditures. **(DISTRICT REPORTED)** |
| 3.4 Cash Findings | Unrestricted and restricted general fund cash balance, excluding investments. |
| 3.5 Audit Findings | Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement. |
| 3.6 Productivity/Efficiency: Total Reported Credit FTES (summer, fall & spring) | Total final reported full-time equivalent student (FTES) enrollments in all courses from CCFS-320 Annual Report. Summer, fall, and spring terms. |
| 3.7 Enrollment (unduplicated count) - FALL ONLY | Count of number of unduplicated students enrolled as of Census. **FALL TERM: Source SQL** |
| 3.8 % of Full-Time Students  | Percentage of full time students (unduplicated headcount) for FALL TERM. **Source: DataMart > Full Time/Part Time Load Status** |
| **4. Programmatic Compliance** | **4. Programmatic Compliance (DISTRICT REPORTED)** |
| **4.1 Audit Findings** |   |
| Audit Opinion Financial Statement | Yes |
| State Compliance | Yes |
| Federal Award/Compliance | Yes |
| Other Information | Definitions |
| Required College Choice: Student Achievement | A college must set a goal focused on unprepared students or basic skills student: **BASIC SKILLS FOR ESL, ENGLISH and MATH** |
| Optional College Choice | Each college may self-identify an indicator and provide narrative of the results: **UNPREPARED** |