



Districtwide Institutional Effectiveness Committee (DIEC)

3/28/2019, 10:00 a.m., Board Room – Meeting Agenda

- I. Call to Order

- II. Review of February 28 Minutes

- III. Updates
 - a. Accreditation
 - b. Vision for Success Goals Integration

- IV. Alignment of Student Success Metrics
 - a. Scorecard and IEPI Indicators
 - b. Other State Initiatives

- V. District Employee Climate Survey 2018-19

- VI. Other/Future Agenda Items

- VII. Next Scheduled Meeting: April 25, 2019 at 10am

- VIII. Adjournment



Districtwide Institutional Effectiveness Committee Minutes

Meeting Date	February 28, 2019
Meeting Time	10:00 a.m.
Location	SBCCD Board Room 114 S. Del Rosa Dr., San Bernardino

Members Present

Jeremiah Gilbert (Chair, SBCCD)	Jonathan Townsend (CHC, CSEA)	Donna Hoffman (CHC)	Dr. James Smith (SBVC)
Jose Torres (SBCCD)	Christopher Crew (SBCCD)	Keith Wurtz (CHC)	Heather Ford (recorder)

Agenda Items	Discussion	Action Items/Tasks
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I. Call to Order	Call to order at 10:08 a.m. by J. Gilbert (Chair)	
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II. Review of Minutes	Review and approval of meeting minutes dated 10-25-2018	Action Item - Minutes Approval Approved by consensus
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III. Committee Co-Chair	The committee agreed Dr. Christopher Crew will co-chair committee.	
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IV. Updates	<p><i>A. Accreditation</i> - K. Wurtz reported CHC are gathering evidence and filling in the gaps currently. Then getting it out for feedback next year. J. Smith reported SBVC has sub committees who are gathering information and will be scheduling meetings to define. C. Houston will be putting all the information into a single voice and then hire an editor. J. Gilbert is organizing district processes. J. Gilbert created and sent to the campuses a mapping template to use.</p> <p><i>B. Vision for Success Goals Integration</i> – J. Gilbert reported final State Chancellor deadline for the district to adopt goals that are board approved is May 31. Needs to be board approved and will go to BOTs meeting in April 11. J. Gilbert just got access to the State data/metrics which is inconsistent.</p> <p><i>C. District Strategic Plan Goals with Targets</i> – J. Gilbert reported at least five need to be revised. The Scorecard will be replaced with metrics. The Student Success metrics is to be deployed in May. K. Wurtz reported most of the data is around the Scorecard measures.</p>	
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V. Board Annual Planning Engagement Calendar	J. Gilbert reported this was scheduled for January board meeting but was cancelled due to change in CHC leadership. K. Wurtz commented this is too much into the weeds for the board. He recommended giving only an update when needed. The committee agreed to not use the calendar and only give updates to the BOT when requested.	
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VI. District Employee Climate Survey 2018-19	<p><i>A. Demographic and Inclusiveness & Satisfaction Questions Review</i> - The committee recommended changing KVCR to Empire Network – KVCR. J. Torres recommend changing the way <u>some</u> of the questions are asked. K. Wurtz recommended each department should have the opportunity to review the questions prior to publishing and let the departments know what these questions will be used for. J. Gilbert will send the survey questions to the departments for review.</p> <p><i>B. Service Area Questions Review Input</i> -</p>	
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	<i>C. Who sends the Survey? - Past years, the survey was sent from Chancellor Baron. J. Gilbert recommended the survey actually comes from Qualtrics for measurement efficiency. Prior to that have Chancellor Baron send an email from Chancellor Baron indicating the survey purpose and that it will be deployed separately this year.</i>	
VI. Other/Future Agenda Items		
VIII. Next Steps	Next Meeting: March 28, 2019 10:00 a.m.	
XI. Adjournment	Meeting adjourned at 10:50 a.m.	

Respectfully submitted,

Heather Ford
 Executive Administrative Assistant
 Office of the Chancellor
 San Bernardino Community College District



Data Resources

Below are tools and resources we provide for you to access data about the California Community Colleges system. Learn about student success, degrees, certificates, workforce options and more by clicking on one of the links below.

Student Success Metrics

To provide a holistic approach to the California community colleges' work on student success, the Chancellor's Office worked with a broadly representative group of practitioners to develop Student Success Metrics. Organized around common goals such as adult education/ESL, short-term career education, and degree/transfer, the metrics capture progression along students' educational journey from recruitment to completion, transfer, and the workforce. Student Success Metrics pinpoint critical milestones and accomplishments that align with the Vision for Success and the Student Centered Funding Formula, and integrate metrics associated with various initiatives and funding streams.

[Launch Student Success Metrics](#)

The Student Success Scorecard

The Scorecard is a performance measurement system that tracks student success at all 114 community colleges. The data tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates. Data is shown disaggregated by gender, age and ethnicity. **The Scorecard will be replaced by the Simplified Metrics in 2019.**

[Launch Scorecard](#)

Institutional Effectiveness Partnership Initiative Portal

The Institutional Effectiveness Partnership Initiative Portal is used to by colleges and districts in a self-evaluation and planning process. In addition to documenting student achievements, it also includes fiscal stability, audit, and accreditation indicators. **The student indicators will transition to the Simplified Metrics in 2018-19.**

[Launch IEPI Indicator Portal](#)

Salary Surfer

The Salary Surfer uses the aggregated earnings of graduates over a multi-year period documenting how much students earned two years and five years after receiving a certificate or degree in certain disciplines. This tool also provides information on which colleges offer programs in those specific disciplines and videos about these programs.

[Launch Salary Surfer](#)

Data Mart

Data Mart provides information about students, courses, student services, outcomes, faculty and staff. The emphasis is to answer the questions of administrators, educators, parents, students, state leaders and professional organizations.

[Launch Data Mart](#)

Student Success Metrics Alignment with Scorecard and IEPI Indicators

Indicator	Student Success Metrics	Scorecard	IEPI
Successful Course Completion	Course success rate in a credit course (C or better) in academic year		Course success rate in a college- level credit course (C or better) in academic year
English / Math Completion	<ul style="list-style-type: none"> • % and # of students who completed transfer-level English in their first academic year of enrollment within the district • % and # of students who completed transfer-level mathematics in their first academic year of enrollment within the district • % and # of students who completed both transfer-level English and mathematics in their first academic year of enrollment within the district 	<ul style="list-style-type: none"> • % of credit students who began in basic skills and completed a college-level course in six years • % of students who completed transfer-level course in one year • % of students who completed transfer-level course in two years 	<ul style="list-style-type: none"> • % of credit students who began in basic skills and completed a college-level course in six years • % of students who completed transfer-level course in one year • % of students who completed transfer-level course in two years
Retention & Persistence	% and # of students retained from fall to spring in the selected year, excluding students who completed an award or transferred to a four-year institution	% of first-time students who enroll in three consecutive primary terms	

Student Success Metrics Alignment with Scorecard and IEPI Indicators

Indicator	Student Success Metrics	Scorecard	IEPI
Unit Thresholds	<ul style="list-style-type: none"> • % and # of students who successfully completed various thresholds for degree- applicable credit units in the fall term, up to 15+ • % and # of students who successfully completed various thresholds for degree- applicable credit units in the selected year, up to 30+ 	<ul style="list-style-type: none"> • % of students who earn at least 30 units 	
Completion Rate	<ul style="list-style-type: none"> • # of students who earned each of the following awards: a noncredit certificate over 48 contact hours, Chancellor’s Office approved credit certificate, AA/AS, ADT, CCC bachelor’s degree, apprenticeship journey status (unduplicated) • # of unduplicated students who earn a credit certificate over 12 units, associate degree, or bachelor’s degree 	<ul style="list-style-type: none"> • % of students completing a Chancellor’s Office approved certificate, associate degree, or becoming transfer prepared within 6 years (overall, prepared and unprepared) • % of CTE students completing degree, certificate, apprenticeship or becoming transfer prepared within six years 	<ul style="list-style-type: none"> • % of students completing Chancellor’s Office approved certificate, associate degree, or becoming transfer prepared within 6 years (overall, prepared and unprepared) • % of CTE students completing degree, certificate, apprenticeship or becoming transfer prepared within six years

Student Success Metrics Alignment with Scorecard and IEPI Indicators

Indicator	Student Success Metrics	Scorecard	IEPI
Context for Degree Attainment	Average # of units earned in the California community college system among students who earned an associate degree in the selected year and had completed at least 60 units at any community college		Median # of years from the time of a student's first enrollment in a CCC until the time they receive an associate degree
Transfers	# of students who had completed at least 12 units at any community college who transferred to a four-year institution		% of students who transferred to a four-year institution
Earnings	<ul style="list-style-type: none"> • Among exiters who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following the academic year of exit • Among exiters who did not transfer to a four-year institution, median percentage change in earnings between the second quarter prior to the academic year of entry at any college and the second quarter after the academic year of exit from the last college attended 	<ul style="list-style-type: none"> • Median % change in earnings for skills-builders (students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate) 	<ul style="list-style-type: none"> • Median % change in earnings for skills-builders (students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate)

Alignment of Student Success Metrics to Other Initiatives

	Student Success Metrics	Student Centered Funding Formula	Vision for Success	Student Equity & Achievement	Strong Workforce Program	K12 Strong Workforce Program	Adult Education Program
Successful Enrollment	Applicants who enrolled within one year at the same college (same college or any college)			Same definition as Student Success Metrics (SSM) for <u>same college</u> , disaggregated by student equity categories		Same definition as Student Success Metrics for <u>any college</u> , for students enrolled in a California K12 institution	
Learning Progress	Students with an adult education or ESL skills gain						Same definition as SSM, for adult ed participants
	Course success rate						
	Students who completed transfer-level English and math within one year of enrolling in a district	Same definition as SSM for <u>both English and math</u>		Same definition as SSM for <u>both English and math</u> , disaggregated by student equity categories		Same definition as SSM for <u>both English and math</u> , for students enrolled in a California K12 institution	
Momentum	Students who completed a level of adult education						
	Students with a noncredit workforce milestone				Same definition as SSM, for all CTE students		Same definition as SSM, for adult ed participants

Alignment of Student Success Metrics to Other Initiatives

	Student Success Metrics	Student Centered Funding Formula	Vision for Success	Student Equity & Achievement	Strong Workforce Program	K12 Strong Workforce Program	Adult Education Program
Momentum	Students who completed 9+ career education units	Same definition as Student Success Metrics			Same definition as Student Success Metrics, for all CTE students	Same definition as Student Success Metrics, for students enrolled in a California K12 institution	
	Students who successfully completed unit thresholds in the fall						
	Students who successfully completed unit thresholds in the academic year						
	Students retained from fall to spring (same or any college)			Same definition as Student Success Metrics for <u>same college</u> , disaggregated by student equity categories			
Success	Students who transitioned to post-secondary						Same definition as Student Success Metrics, for adult ed participants

Alignment of Student Success Metrics to Other Initiatives

	Student Success Metrics	Student Centered Funding Formula	Vision for Success	Student Equity & Achievement	Strong Workforce Program	K12 Strong Workforce Program	Adult Education Program
Success	<p>Unduplicated count of students who earned each of the following award types:</p> <ul style="list-style-type: none"> • a noncredit certificate over 48 hours • a Chancellor's Office approved credit certificate • associate of science or associate of arts degree • associate degree for transfer • CCC bachelor's degree • apprenticeship journey status • Vision goal completion 	<p>Number of the following awards issued:</p> <ul style="list-style-type: none"> • approved credit certificates over 18 units (will be reduced to 16 units) • associate of science or associate of arts degree • associate degrees for transfer • CCC bachelor's degree <p>(duplicated count)</p>	<p>Unduplicated count of students who earned each of the following award types:</p> <ul style="list-style-type: none"> • a Chancellor's Office approved credit certificate • associate of science or associate of arts degree • associate degree for transfer 	<p>Same definition as Student Success Metrics for <u>Vision Goal completion</u>, disaggregated by student equity categories</p>	<p>Same definition as Student Success Metrics for <u>any completion type</u>, for all CTE students</p>	<p>Same definition as Student Success Metrics for <u>any completion type</u>, for students enrolled in a California K12 institution, within four years</p>	<p>Same definition as Student Success Metrics for <u>any completion type</u>, for adult ed participants</p>

Alignment of Student Success Metrics to Other Initiatives

	Student Success Metrics	Student Centered Funding Formula	Vision for Success	Student Equity & Achievement	Strong Workforce Program	K12 Strong Workforce Program	Adult Education Program
Success	Students who transferred to UC/CSU	Unduplicated students who transferred to UC/CU, private in-state, or private out-of-state college	Students who transferred to UC/CSU	Same definition as Student Success Metrics, disaggregated by student equity categories	Unduplicated students who transferred to UC/CU, private in-state, or private out-of-state college, for all CTE students	Unduplicated students who transferred to UC/CU, private in-state, or private out-of-state college, for students enrolled in a California K12 institution, within four years	
	Students who transferred to a private in-state college		Same definition as Student Success Metrics, disaggregated by student equity categories				
	Students who transferred to an out-of-state college		Same definition as Student Success Metrics, disaggregated by student equity categories				
	Average number of units accumulated by associate degree earners		Same definition as Student Success Metrics				

Alignment of Student Success Metrics to Other Initiatives

	Student Success Metrics	Student Centered Funding Formula	Vision for Success	Student Equity & Achievement	Strong Workforce Program	K12 Strong Workforce Program	Adult Education Program
Employment	Students who were unemployed who became employed						<i>In future release: Same definition as Student Success Metrics, for adult ed participants</i>
	Career education students who reported that their job is closely or very closely related to their field of study who did not transfer		Same definition as Student Success Metrics		Same definition as Student Success Metrics, for all CTE students	Same definition as Student Success Metrics, for students enrolled in a California K12 institution	
Earnings	Median annual earnings for non-transfer exiting students				Same definition as Student Success Metrics, for all CTE students	Same definition as Student Success Metrics, for students enrolled in a California K12 institution	<i>In future release: Same definition as Student Success Metrics, for adult ed participants</i>
	Median change in earnings for non-transfer exiting students				Same definition as Student Success Metrics, for all CTE students		<i>In future release: Same definition as Student Success Metrics, for adult ed participants</i>
	Students who exited but did not transfer who attained the living wage for a single adult	Same definition as Student Success Metrics			Same definition as Student Success Metrics, for all CTE students	Same definition as Student Success Metrics, for students enrolled in a California K12 institution	

Alignment of Student Success Metrics to Other Initiatives

	Student Success Metrics	Student Centered Funding Formula	Vision for Success	Student Equity & Achievement	Strong Workforce Program	K12 Strong Workforce Program	Adult Education Program
Additional Metrics for Partner Education Providers						<ul style="list-style-type: none"> • Took 2+ CTE courses in a pathway in high school • Took 2+ CTE courses in a pathway + dual enrollment in high school • Graduated high school • <i>Once data are available: 2+ CTE courses in a pathway, plus work-based learning or third-party certification</i> • <i>Once data are available: Entered registered apprenticeship after participation in high school pre-apprenticeship program</i> • <i>Once data are available: Enrolled in another form of job training</i> 	<ul style="list-style-type: none"> • Total adults served • Total participants with 12+ instructional contact hours • Earned a diploma, GED, or high school equivalency