HARTNELL COMMUNITY COLLEGE DISTRICT

BP3250 Institutional Planning

References: ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5; Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, and 56270 et seq.

The Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The planning system shall include plan(t)-4(ionam-(ist)-4(u)221 0 0 1 72ga 421 0 0 1 72ga 42P(st)-3(la

HARTNELL COMMUNITY COLLEGE DISTRICT

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References: ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, and 56270 et seq.

The institution engages in a collegial process of continuous, broad based, systematic evaluation, and long-range and short-term planning. The planning process:

- Is guided by a model for integrated planning and sustainable continuous quality improvement that encompasses adopted vision, mission, and core values statements, and focuses on institutional priorities;
- Is informed by internal and external research; and
- Results in goals, objectives, and strategies that have measurable outcomes and specific accountability.

Established governance councils and committees with representatives from faculty, administration, classified staff, and students review and recommend planning decisions related to human, physical, technological, and financial resources. Program reviews, including assessments, action plans, and budget requests, are systematically integrated into ongoing and regularized planning, governance, budget development, resource allocation, and improvement processes. Other comprehensive plans are reviewed, approved, and evaluated periodically by the Board of Trustees,

Definitions

1. Course Completions t Applicable to all students at the college, the rate of successful student course completions. Of all credit enrollments, the rate at which students completed course

The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS
DATE: November 16-17, 2015

SUBJECT: Institutional Effectiveness, Framework of Indicators		Item Number: 2.13	
		Attachment: Yes	
CATEGORY:	Institutional Effectiveness	TYPE OF BOARD CONSIDERATION:	
Recommended By:	Theresa Tena, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	Brice W. Harris, Chancellor	Action	X
		Information	

ISSUE: This item requests approval of the Framework of Indicators which include select metrics on which colleges/districts will set goals pursuant to the requirements of Education Code Section 84754.6.

(Background contd.)

The Framework of Indicators measures the ongoing condition of the community coll P operational environment in four major areas:

- x Student performance and outcomes
- x Accreditation statuTJ E3.98 (f)] Td

Institutional Effectiveness Partnership Initiative Advisory Committee
Framework of Indicators

College/District Indicator	Brief Definition

Institution-Set Standards for Student Achievement 2015-16

Approved by Board of Trustees

June 7, 2016

Methodology

1. Four measures were used: course completion, course retention, certificates, degrees.
2. The mean of each measure over the immediate five previous years was calculated and reduced by five percent of the mean.
3. Results of the procedure delineated in 1 and 2 above are the institution-set standards for the current year.

5 Year Period 2010-2015	2010-11	2011-12	2012-13	2013-14	2014-15	Mean	Reduced by 5% of mean	Standard for 2015-2016
Course Completion[1]	72.4%	70.1%	71.1%	71.5%	72.2%	71.5%	67.9%	

Institution-Set Standards for Student Transfer 2015-16

Approved by Board of Trustees

June 7, 2016

System	2005-

Institution-Set Standards for CTE Program Job Placement

Approved by Board of Trustees
June 7, 2016

Procedure

1. Identify all CTE programs at the college.
2. Provide currently available job placement rates with accompanying measures to deans and lead faculty to assist faculty in determining proposed standards at the program level.
3. Bring forward proposed standards from program faculty and deans

Table of Items to Include and Item Placement in Reporting Institutional Data

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Items to Include	Item Placement
A. Topic t Specific topic of study.	In the title of the project
B. Measures t List of measures (metrics) that appl to the topic of study (A).	On the top of the page listing the metric(s) addressed
C. Operational Definitions t Operational definitions of stated measures (B)	At the bottom of the page, labeled as definitions and list the source of this definitions
D. Data Points t Data points reported in years or other time frame on measures (B)	Main part of the page. Listing different years of measurements
E. Methodology t Methodology (procedure) applied to data points (D), if applicable	Top or bottom but use title explaining it is the Methodology included to extract or aggregate the data
F. Data Results t Results of applying the	

Example: