

Introduction

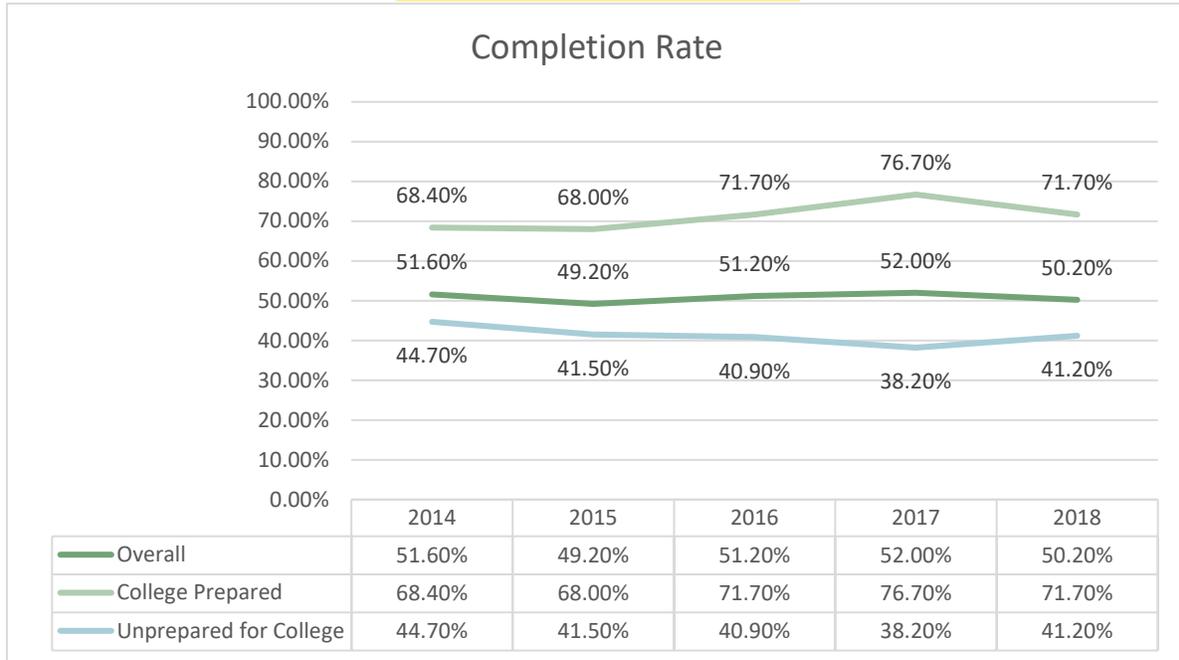
The 2018 Institutional Effectiveness Outcomes Report utilizes the performance metrics of the Student Success Scorecard. The information highlights key performance indicators identified by the California Community Colleges Chancellor's Office. The purpose of the IEO Report is twofold—to provide the district and College Board Officials with a focused look at current performance—and a self-reflecting comparison to the college's past performance.

The following Institutional Effectiveness Outcomes Report details this longitudinal self-focus and gives as a reference point the methodology of each metric. Recognizing that the processes of advancing Institutional Effectiveness far exceed the parameters of the macro view provided here, the IEO Report leads solely with the intention of expanding the collaborative district-wide dialogue on student and Institutional performance.

The metrics informing the first six and the ninth measures of Cuesta College's Institutional Effectiveness Outcomes have been in effect since the inception of the Student Success Scorecard, so too have the metrics for measuring Cuesta College's Institutional Effectiveness Outcome 13, an inclusive and supportive campus climate. The Campus Climate survey was specifically designed to get at the heart of students' perceptions and experiences of diversity and inclusiveness at Cuesta College. The survey was last administered in 2016, in the classroom environment, to a random selection of students who were also completing the Community College Survey of Student Engagement (CCSSE); this survey will be repeated spring 2019 in conjunction with the next CCSSE administration. In addition, students enrolled in upper level English as a second Language courses, as well as those enrolled in Distance Education, were invited to complete the 2016 Cuesta College Campus Climate survey. Institutional Effectiveness Outcomes 7,8,10 and 11 are relatively new performance metrics. Transfer level English and Math completion in a student's first or second year, career development and college preparation, and career skill building join the scorecard measurements and Cuesta College's Institutional Effectiveness Outcomes list.

IEO #1: CCCCCO Scorecard Completion Rate

DEFINITION: Percentage of degree and/or transfer-seeking students tracked for six years through 2016-17 who completed a degree, certificate or transfer related outcome.



DATA SOURCE: California Community College Chancellor's Office Scorecard

METHODOLOGY:

Cohort (First-time students with intent to complete, must have each of the following):

- Look systemwide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- Only students with valid SSN
- Units earned ≥ 6 at your college and/or anywhere in the system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P
- Attempted a Math or English course in first three years

Outcomes (Achieve one or more of the following outcomes):

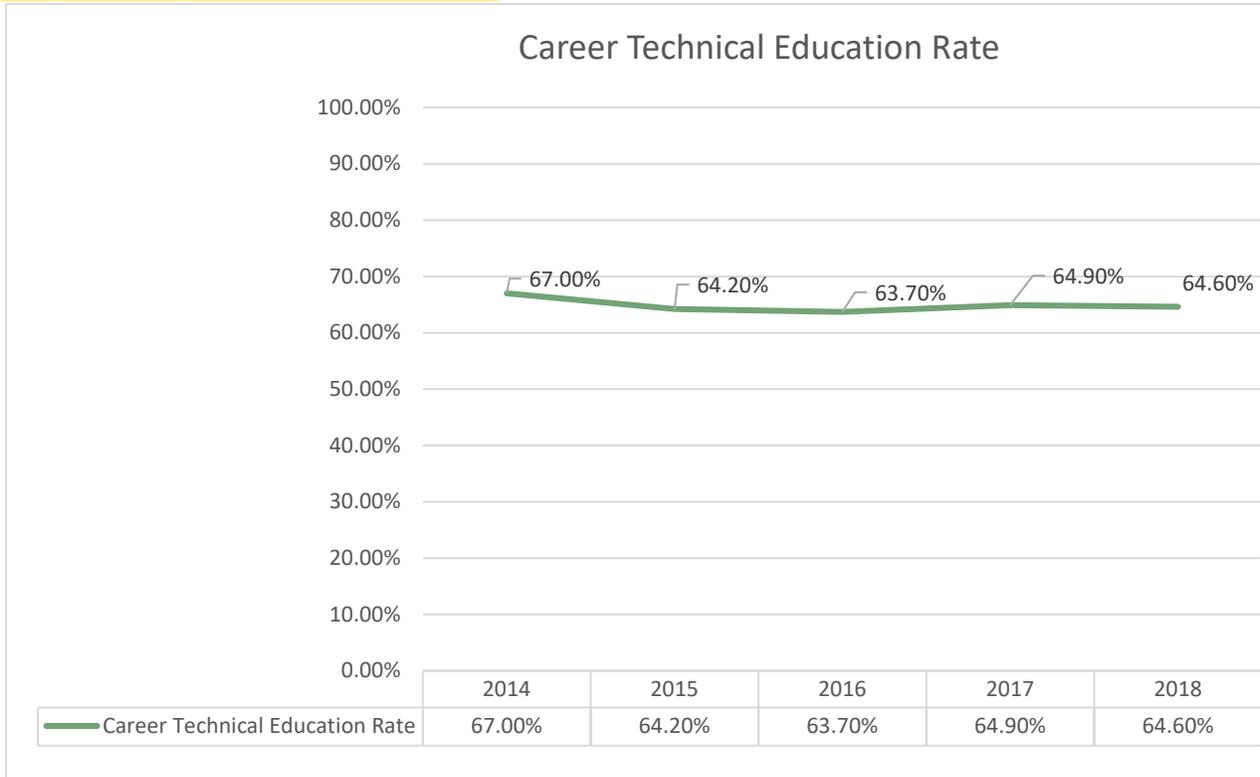
- Associate of Arts or Sciences Degree
- Credit Certificate
- Transfer Prepared
- Transferred to Four-Year Institution

Break out the cohort into two groups of students:

- Lowest attempted English or Math course was 'Prepared for College Level'
 - Lowest attempted English or Math course was 'Unprepared for College Level'
- See Appendix A for detailed methodology*

IEO #9: CCCCCO Scorecard Career Technical Education Rate

DEFINITION: Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2011-12 tracked for six years through 2016-17 who completed a degree, certificate, apprenticeship or transfer-related outcomes.



DATA SOURCE: California Community College Chancellor's Office Scorecard

METHODOLOGY:

Cohort (Students who showed intent to complete in CTE, must have each of the following):

- Look system wide to determine first-time a student took a credit CTE course.
- Units Earned > 8 during first three years of enrollment at a college and/or anywhere in the system in a single discipline (2-digit vocational TOP code where at least one of the qualifying courses is occupational SAM B or C).
- Only students with valid SSN

Outcomes (Achieve one or more of the following outcomes):

- Associate of Arts or Sciences Degree
- Credit Certificate
- Transfer Prepared
- Transferred to Four-Year Institution

See Appendix A for detailed methodology.