

Institutional Effectiveness Partnership Initiative Advisory Committee  
Framework of Indicators (Year 3)

College/District Indicator	Brief Definition
<b>Student Performance and Outcomes</b>	
Completion rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes
• College-prepared	Student's lowest course attempted in Math and/or English was college level
• Unprepared for college	Student's lowest course attempted in Math and/or English was pre-collegiate level
• Overall	Student attempted any level of Math or English in the first three years
Noncredit college choice	Each college may self-identify an indicator related to noncredit and provide a narrative of the result
Remedial rate (Scorecard):	Percentage of credit students tracked for six years through 2015-16 who started first time in 2010-11 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
• Math	See above
• English	See above
• ESL	See above
Transfer-level completion rate years 1 and 2	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2013-14 and 2014-15 tracked for one and two years through 2015-16 who completed transfer-level math/English course
• Math year 1	Completed transfer-level math in year 1
• Math year 2	Completed transfer-level math in year 1 or year 2
• English year 1	Completed transfer-level English in year 1
• English year 2	Completed transfer-level English in year 1 or year 2
CTE rate (Scorecard)	Percentage of students tracked for six years through 2015-16 who started first time in 2010-11 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful course completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in the fall term
Completion of degrees (Datamart)	Number of associate degrees completed in 2015-16
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2015-16
Number of low-unit certificates	Number of non-Chancellor's Office-approved certificates completed in 2015-16
Number of CDCP awards	Number of Career Development-College Preparation awards completed in 2015-16
Number of students who transfer to 4-year institutions (Datamart)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2015-16 <sup>1</sup>
CTE Skills Builders	The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 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
Median time to degree	Median number of academic years needed to obtain an AA, AS or ADT degree for all students who received a degree in 2015-16
District participation rate	Percentage of 18-24 year olds living within district boundaries who are enrolled in at least one of the district's colleges
<b>Accreditation Status</b>	
Accreditation status	Latest ACCJC action:
	Fully Accredited, Reaffirmed
	Fully Accredited, Warning
	Fully Accredited, Probation
	Fully Accredited, Show Cause
	Fully Accredited, Restoration
Date of next visit	Informational item - no target collected.
<b>Fiscal Viability</b>	
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Full-Time Equivalent Students	Annual number of full-time equivalent students
Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance

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College/District Indicator	Brief Definition
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments
OPEB Liability	The percentage of the OPEB liability that the district's set aside funds represents, including both funds in a trust and outside of a trust and designated for this liability.
<b>Programmatic Compliance with State and Federal Guidelines</b>	
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements
• Opinion for the Financial Statement	See above
• State Compliance	See above
• Federal Award/Compliance	See above
<b>College Choice</b>	
College Choice	Each college may self-identify an indicator and provide a narrative of the result.
<p>1 Metric dependent upon external variables (UC and CSU transfer admission policy) and therefore collected as information. Colleges are NOT expected to identify a goal.</p> <p>Each college is encouraged to engage in their local shared governance process to set goals (short term and long term) for the subsequent year.</p>	