

California Community Colleges Chancellor's Office
INSTITUTIONAL EFFECTIVENESS

Indicator Rates - Yosemite CCD

District Fiscal Viability Indicators

1. Fund Balance (Required)

Ending unrestricted general fund balance as a percentage of total expenditures

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
22.1	24.0	22.1	21.6	16.6	12.0

2. Salary and Benefits (Optional)

Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
89.0	89.4	89.0	87.0	89.9	90.8

3. Annual Operating Excess/(Deficiency) (Optional)

Net increase or decrease in general fund balance

Historical Values					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
(3,592,316)	1,001,371	(383,595)	(39,268)	(2,064,264)	(2,000,000)

4. Cash Balance (Optional)

Unrestricted and restricted general fund cash balance, excluding investments

Historical Values					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
7,430,981	9,398,062	16,503,206	19,712,103	33,271,392	20,000,000

5. Other Post Employment Benefits (OPEB) Liability (Goal Setting Optional) (Historical Data Required)

Self-reported percentage of the OPEB liability that the district's set-aside funds represents (includes both funds in a trust and outside of a trust and d this liability)

Historical Rate	Goals	
2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
87.0	87.0	100.0

6. District Participation Rate for the 18-24 Year Old Population (Optional)

The percentage of the 18-24 year old population within a district's boundaries that is enrolled in a CCC in that district

Historical Rates	Goals	
2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
17.9		

District Programmatic Compliance with State and Federal Guidelines Indicators

7. Audit Findings - Audit Opinion Financial Statement (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical Value	Goals	
	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
2015-2016 Yes	Yes	Yes

8. Audit Findings - State Compliance (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical Value	Goals	
	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
2015-2016 Yes	Yes	Yes

9. Audit Findings - Federal Award/Compliance (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical Value	Goals	
	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
2015-2016 Yes	Yes	Yes

College Indicators for

College Student Performance and Outcomes

10. Completion Rate (Scorecard) - College Prepared (Optional)

Percentage of degree, certificate, and/or transfer seeking College Prepared (student's lowest course attempted in math and/or English was college level) students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
61.5	60.4	61.2	48.6	50.3	59.3

11. Completion Rate (Scorecard) - Unprepared for College (Optional)

Percentage of first-time degree, certificate, and/or transfer-seeking students tracked for six years who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
34.4	36.0	34.2	29.7	29.6	35.1

12. Completion Rate (Scorecard) - Overall (Optional)

Percentage of degree, certificate, and/or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2015-2016 who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
42.3	43.7	40.4	35.7	36.2	41.3

13. Remedial Rate (Scorecard) - Math (Optional)

Percentage of credit students tracked for six years who started below transfer level in math and completed a college-level transfer course in math (Goal should be set as rate)

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
30.1	29.6	28.5	35.2	32.7	32.4

14. Remedial Rate (Scorecard) - English (Optional)

Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English (Goal should be set as rate)

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
39.7	48.4	45.6	48.4	45.2	47.0

15. Remedial Rate (Scorecard) - ESL (Optional)

Percentage of credit students tracked for six years who started below transfer level in ESL and completed a college-level transfer course in ESL (Goal should be set as rate)

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
0.0	0.0	0.0	0.0	28.6	

16. Career Technical Education Rate (Scorecard) (Optional)

Percentage of students tracked for six years who started first time and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred (Goal should be set as rate)

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
40.5	42.5	35.5	40.4	48.0	43.4

17. Successful Course Completion (Datamart) (Required)

Percentage of Fall term credit course enrollments where student earned a grade of C or better (Goal should be set as rate)

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
67.8	71.6	71.2	73.1	72.5	72.2

18. Completion of Degrees (Datamart) (Optional)

Number of associate degrees completed (Goal should be set as count)

Historical Counts					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
216	216	233	250	255	242

19. Completion of Certificates (Datamart) (Optional)

Number of Chancellor's Office approved certificates completed (Goal should be set as count)

Historical Counts					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
87	89	93	96	87	92

20. Transfers to 4-year Institutions (Datamart) (For Information Only)

Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities (No goal required)

Historical Counts				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
139	149	168	181	156

21. Transfer-level Math Year 1 (Optional)

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in first year

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
5.7	4.4	9.3	12.5	N/A	12.30

22. Transfer-level Math Year 2 (Optional)

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in first or second year

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
11.5	17.4	20.7	21.7	28.8	25.80

23. Transfer-level English Year 1 (Optional)

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in first year

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
49.6	56.3	46.9	49.5	N/A	63.40

24. Transfer-level English Year 2 (Optional)

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in first or second year

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
66.4	72.2	60.2	63.3	76.9	79.80

25. Number of Low-unit Certificates (Optional)

The number of certificates less than 18 units awarded (non-Chancellor's Office approved)

Historical Counts

Historical Counts					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
7	45	60	63	81	64

26. Median Time to Degree (Optional)

The median number of years from the time of a student's first enrollment in a CCC until the time they receive an AA, AS, or ADT degree

Historical Values

Historical Values					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
4.2	4.3	4.0	3.6	3.6	4.10

27. Number of Career Development and College Preparation Awards (Optional)

The number of CDCP certificates awarded

Historical Counts

Historical Counts					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
0	0	0	0	0	

28. Career Technical Education (CTE) Skills Builder (Optional)

The median percentage change in wages for students who completed higher level CTE coursework in a given year and left the system without receiving any type of traditional outcome such as transfer to a four year institution or completion of a degree or certificate

Historical Rates

Historical Rates					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
13.2	16.7	53.6	N/A	N/A	37.00

College Accreditation Status Indicators

29. Accreditation Status (Required)

ACCJC accreditation status

Historical Status

Historical Status										Goals
July 2011	Feb 2012	July 2012	Feb 2013	July 2013	Feb 2014	July 2014	Feb 2015	July 2015	Feb 2016	Short-term (1 Year) Goal (goal for 2017-2018)
FA-N	FA-W	FA-W	FA-W	FA-W	FA-SR/RA	FA-N	FA-N	FA-N	FA-N	1

Accreditation Status Descriptions

- FA-N: Fully Accredited - No Action
- FA-RA: Fully Accredited - Reaffirmed
- FA-SR: Fully Accredited - Sanction Removed
- FA-SR/RA: Fully Accredited - Sanction Removed and Reaffirmed
- FA-W: Fully Accredited - Warning
- FA-P: Fully Accredited - Probation
- FA-SC: Fully Accredited - Show Cause
- FA-PT: Fully Accredited - Pending Termination
- T: Accreditation Terminated (No longer used by the accrediting agency after July 2015)
- WD: Accreditation Withdrawn
- FA-RS: Fully Accredited - Restoration
- IA: Initial Accreditation
- RE-AP: Re-Application for Accreditation

Next Accreditation Visit

Term

College Fiscal Viability Indicators

30. Full-Time Equivalent Students (Optional)

Annual number of full-time equivalent students

Historical Counts					Goals
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)
2,126.9	2,104.1	2,090.5	1,887.9	1,888.3	2073.5

College Choice Indicators

31. College Choice Student Achievement (Required)

College must set a goal focused on unprepared students or basic skills students from indicators 11, 13, 14, or 15 above. In the narrative box below, note which indicator has been chosen.

11: Unprepared Completions

32. Optional College Choice (Optional)

College may self-identify an indicator related to any topic. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.

33. Noncredit College Choice (Optional)

College may self-identify an indicator related to noncredit students. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.

California Community Colleges, Chancellor's Office
 1102 Q Street Sacramento, California 95811
 Send questions to IE | InstEffect@ccco.edu
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