



Framework of Indicators

Summary Report for Year 3

October 2017

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Background

The [2012 Student Success Task Force report](#) recommended that districts and colleges identify and report on student success goals in a public and transparent manner. These recommendations were integrated into the California Educational Code, [Section 84757.6](#) in 2014 and requires the California Community Colleges Chancellor’s Office (Chancellor’s Office) to create a framework of indicators. The framework of indicators measure the operational environment of the community colleges—specifically, accreditation status, programmatic compliance with state and federal guidelines, fiscal viability, and student performance and outcomes. Each college and district must develop and adopt indicator goals that are challenging, yet attainable, and are not penalized if goals are not met given the framework is a tool to help identify areas for improvement and start discussions on how to make progress on them. However, colleges must adopt and post goals as a condition to receive Student Success and Support funding.

The 2016-2017 academic year is Year 3 for the framework of indicators. Colleges and districts were required to set goals for seven indicators in Spring 2017, which did not increase from the previous year (see Table 1). They had to set 1 Year short-term and 6 Year long-term goals. 1 Year goals are identified for Fall 2017 for goals using data from Datamart or by the 2018 Scorecard for goals using data from the Scorecard. The 6 Year goals are identified for Fall 2022 or by the 2023 Scorecard. Districts and colleges were also given the opportunity to set optional goals for 25 indicators, which increased by 11 indicators from Year 2. Some of these optional indicators included salaries and benefits as a percentage of unrestricted general fund expenditures, the percentage of 18-24-year-olds within a district who are enrolled at one of their colleges, and the number of associate degrees conferred. For the full list of indicators, please see the appendix.

Table 1: Required Indicators over Time

IEPI Framework	Indicators	District/College	2015-2016	2016-2017	2017-2018
Student Performance and Outcomes	Course Success Rate	College	Required	Required	Required
	College’s Choice Indicator (basic skills/unprepared students)	College	N/A	Required	Required
Accreditation Status	Accreditation Status	College	Required	Required	Required
Fiscal Viability	Fund Balance	District	Required	Required	Required
Programmatic Compliance with State and Federal Guidelines	Overall Compliance: Fiscal, State, and Federal	District	Required	N/A	N/A
	Fiscal Audit	District	N/A	Required	Required
	State Compliance	District	N/A	Required	Required
	Federal Compliance	District	N/A	Required	Required

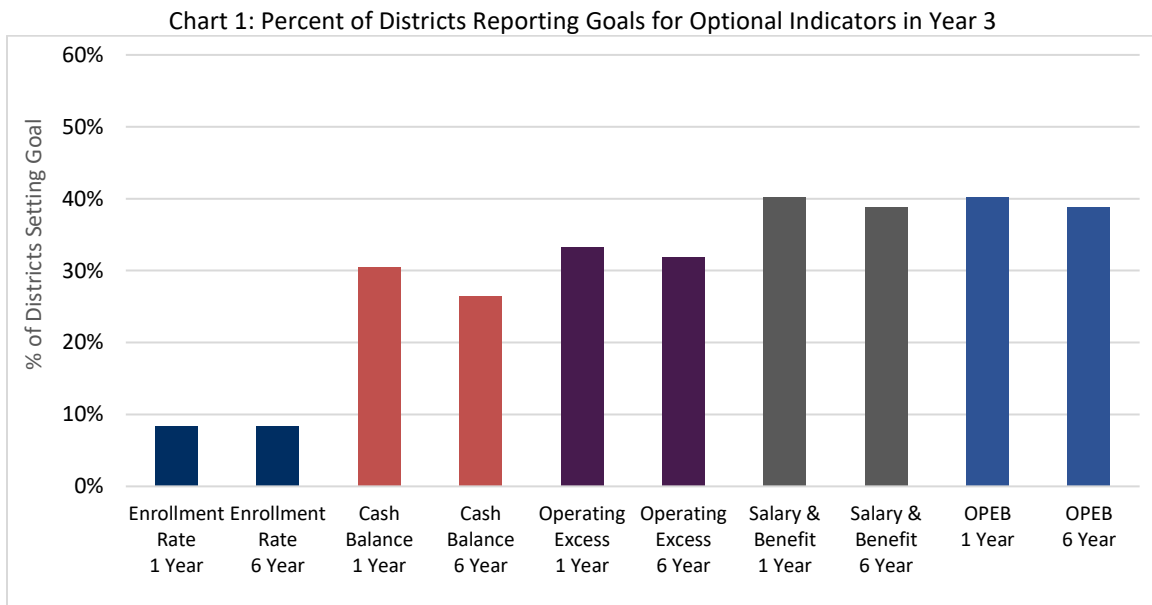
This report will provide a summary of the Year 3 goal setting activities and provide information on the statewide progress towards meeting Year 1 goals from 2015-2016. The first section will describe the number of goals set by districts and colleges and compare them over time. The second section will discuss the goals set by colleges and districts and how many indicators the system as a whole met from Year 1. Finally, this report will provide recommendations for the future of the framework of indicators.

Goal Setting Activities

District Activities

Districts were required to set 1 Year and 6 Year goals for four indicators, which equals eight goals. All districts complied with this requirement. Districts could also set either 1 Year, 6 Year, or both goals for five optional indicators. More than half of districts set at least one optional goal, which is a 13 percentage point increase from last year. Of the districts who set at least one optional goal, the average number of goals set was 5.6—a slight increase from last year’s average of 5.3. This means that while overall participation increased, districts did not set more goals.

The two optional indicators districts were most likely to set goals for were salary and benefits and other post-employment benefits (OPEB) liability. Forty percent of districts set 1 Year goals for both indicators,¹ and 39% set 6 Year goals (see Chart 1). The OPEB indicator was only added this year, so it was surprising that many districts set goals for it. The other new indicator on the enrollment rate for the 18-24-year-olds was the least likely indicator to have goals set—only six districts (8%) set a goal for this indicator.

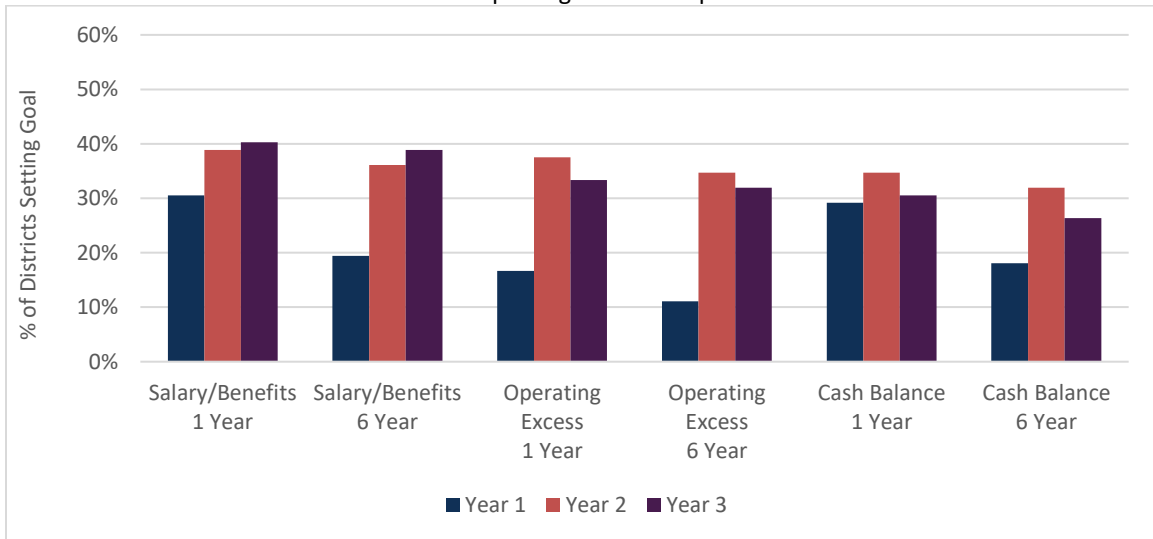


Examining goal setting activities over time, the overall participation trend has not been consistent. It decreased by 15% between Years 1 and 2, but rose by 30% between Years 2 and 3. Disaggregating to the individual optional indicator, participation increased between Years 1 and 3, and decreased between Years 2 and 3, with the exception for the salary and benefits indicators (see Chart 2). A potential reason for this decline is the addition of the OPEB indicator. As stated earlier, districts set close to the same number of goals as last year (5.6 goals). Given the OPEB indicator was the most popular one in Year 3, it appears districts used the OPEB indicator in place of one they set a goal for in Year 2.

¹ The salary and benefits indicator is the percentage of unrestricted general fund expenditures, excluding other outgoing expenditures. The OPEB liability indicator is the percentage of the OPEB liability districts set-aside and includes both funds in a trust and outside of a trust and designated for this liability.

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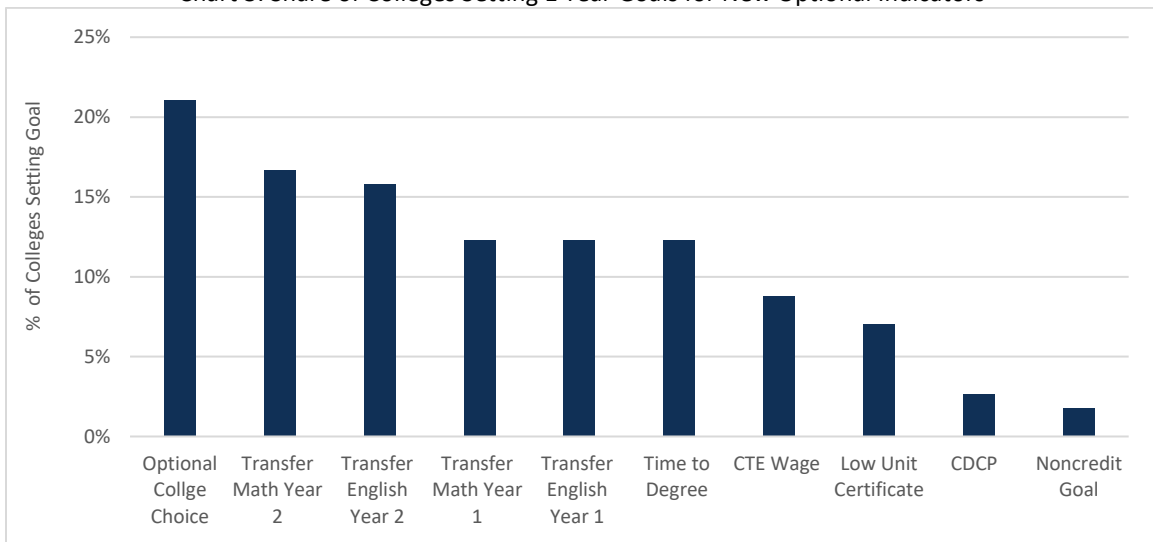
Chart 2: Percent of Districts Reporting Goals for Optional Indicators over Time



College Activities

Colleges were required to set 1 and 6 Year goals for five indicators or nine goals total.² All colleges complied with this requirement. They could set 1 Year, 6 Year, or both Year goals for 20 optional indicators or 38 goals.³ All colleges set at least two optional goals, with an average of 12.5 goals—a slight increase from 9.5 last year. Ten optional indicators were added this year, but only 34% of colleges set a goal with an average of 5.7 goals set. The most popular indicator was the college choice indicator with a 21% participation rate (see Chart 3). This indicates colleges were not as interested in the new indicators as 100% participated in the older optional goals, setting an average 9 goals.

Chart 3: Share of Colleges Setting 1 Year Goals for New Optional Indicators

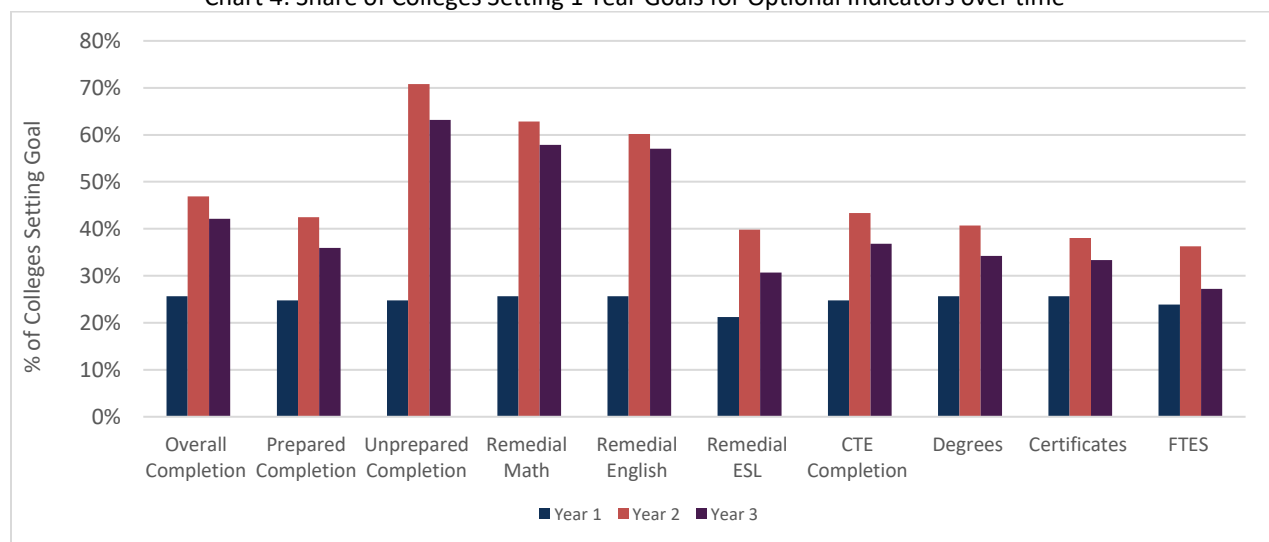


² The college choice student achievement indicator only required colleges to set one goal.

³ The optional college choice and noncredit college choice indicators did not delineate a 1 Year or 6 Year goal.

Similar to district goal setting activities, college goal setting activities saw an increase in participation for individual optional indicators between Years 1 and 2, and then a decline between Years 2 and 3 (see Chart 4). In fact, 27 colleges set fewer goals than the previous year, but significant differences were not present in the goal rigor if colleges set fewer goals in Year 3. A potential reason for the individual decline between Years 2 and 3 could be a result of more indicators being added to the framework. This means the distribution for participation is more spread out given the average number of goals only increased by three. Regardless of the decline, the three common indicators colleges set goals for were related to unprepared students—specifically, the percentage of unprepared students earning a degree, certificate, or transfer related outcomes (63%), the percentage of remedial students completing a transfer-level math course (58%), and the percentage of remedial students completing a transfer-level English course (57%). The two indicators colleges were least likely to set a goal for was the percentage of remedial students completing a transfer-level ESL course (31%) and the annual number of full-time equivalent students (27%).

Chart 4: Share of Colleges Setting 1 Year Goals for Optional Indicators over time



Indicator Goals and Actual Outcomes

This next section will provide an overview of the goals districts and colleges set, organized by the IEPI framework components—accreditation status, programmatic compliance, fiscal viability, and student performance and outcomes. It will compare the goals to the actual three year median outcome (2013-2016), where possible. The three year median is used since there is a lag when data is available, and districts and colleges could potentially use data from different years to help create their goals. Thus the median outcome will help illustrate if their goals were aspirational and feasible. Finally, this section will determine the share of districts and colleges that met the goals they made in Year 1 which took place during the 2015-2016 academic year.

Accreditation Status and Programmatic Compliance Indicators

Accreditation status and programmatic compliance comprise half of the IEPI framework. Accreditation status is measured through one required indicator for colleges, which is the action colleges aim to receive from the Accrediting Commission for Community and Junior Colleges (ACCJC). Programmatic compliance is measured through three required indicators for districts which are the independent audit opinions related to fiscal audit, state compliance audit, and federal award compliance.

Many colleges faced accreditation sanctions in prior years, which is why it is included the framework of indicators. In Year 3, close to 100% of colleges set a goal of being fully accredited with either no action (about 83%) or being reaffirmed (about 15%). Examining the goals set in Year 1 with their subsequent outcomes, similar trends are present with the majority of colleges setting goals of no action or being reaffirmed and their outcomes being the same meaning the colleges are setting feasible goals (see Table 2). Only 10 colleges that set goals ranging from “No Action” to “Sanction Removed” did not meet it, as the ACCJC gave them a warning or placed them on probation. Given the majority of colleges had a positive accreditation standing, it appears accreditation is no longer a major concern for the system.

Table 2: Percent of Colleges Setting Year 1 Accreditation Goals and Actual Outcomes

Accreditation Status	Year 1 Goals		Year 1 Outcomes	
	1 Year Goal	6 Year Goal	July 2015	February 2016
No Action	62%	74%	81%	82%
Reaffirmed	32%	24%	3%	9%
Sanction Removed	2%	0%	8%	0%
Sanction Removed and Reaffirmed	3%	1%	0%	0%
Restoration	0%	0%	1%	1%
Warning	1%	0%	5%	6%
Probation	1%	0%	3%	3%

Programmatic compliance indicators have two options—yes and no. A “Yes” indicates an unmodified or unqualified independent audit opinion, which means minimal or no material weaknesses or significant deficiencies were noted in the audit. A “No” indicates there were some material weakness or significant deficiencies found. All districts set a “Yes” goal for both their 1 Year and 6 Year goals. Given the programmatic compliance indicators were one indicator in the first year, but the 2015-2016 outcomes were broken out into three, the goals cannot be compared to the outcome. However, the outcomes in Table 3 indicate the goals set in Year 3 are aspirational and feasible as the majority of districts either had minimal or no weakness or deficiencies noted in their 2015-2016 audits. The one area where improvements could be made is on state compliance as 16 districts had significant deficiencies or material weakness noted in their audits.

Table 3: 2015-2016 Goals and Actual Audit Findings

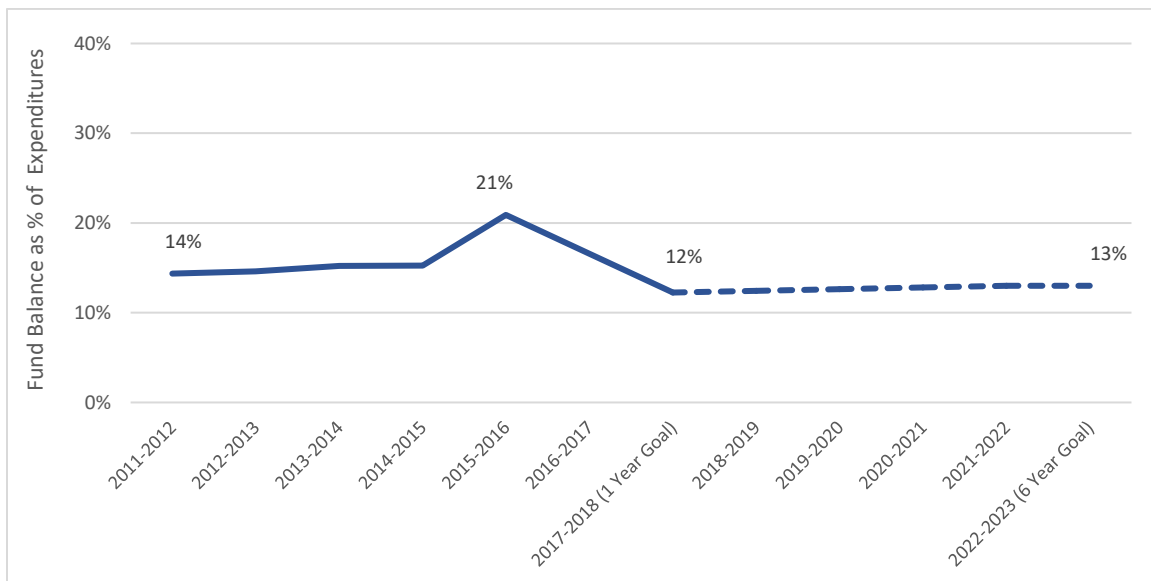
Indicator	1 Year Goals		2015-2016 Outcome	
	Yes	No	Yes	No
Audit Opinion Financial Statement	68	4	72	0
State Compliance			56	16
Federal Award/Compliance			70	1

Fiscal Viability Indicators

Fiscal viability is the third part of the IEPI framework and measured by five district indicators and one college indicator—fund balance, salary and benefits, annual operating excess, cash balance, other post-employment benefits (OPEB) liability, and full-time equivalent students. The only indicator that required 1 Year and 6 Year goals was fund balance. The other indicators were optional.

Fund balance, which is the ending unrestricted general fund balance as a percentage of total expenditures, demonstrates the district’s ability to maintain solvency and adjust to unforeseen circumstances. The Government Finance Officers Association recommends fund balances equal at least two months of regular general fund operating expenditures, or around 16%.⁴ However, other entities suggest between 5% and 15%. In Year three, the median 1 Year goal for this indicator was 12% and the 6 Year goal was 13%. As Chart 5 shows, the 1 Year and 6 Year goals have been lower than the actual fund balances since the 2011-2012 academic year, where the median fund balance was 14% and reached the highest point at 21% in the 2015-2016 academic year. Still, the median fund balances goals were still within the recommended ranges mentioned above suggesting the goals are aspirational and feasible.

Chart 5: Median Fund Balance Actuals and Goals



Note: Data through 2015-2016 are historical data and data for years 2016-2022 are imputed given the proposed goals for 1 Year (2017) and 6 Year (2022).

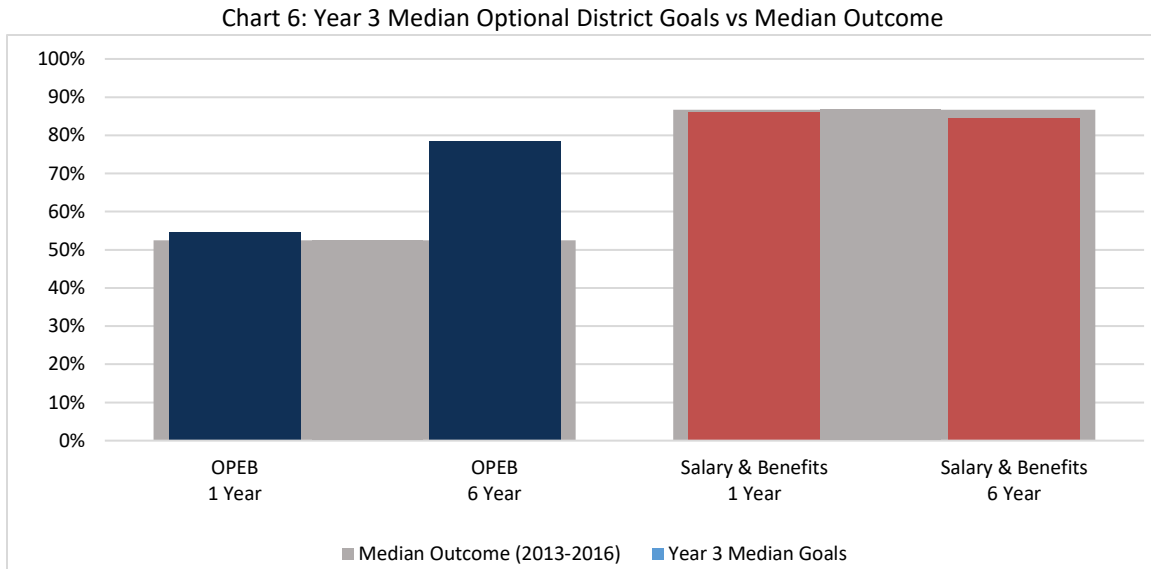
Goals set by districts varied greatly on this indicator. One Year goals ranged from 5% to 38%, with a standard deviation of 7.1%, and Six Year goals ranged from 5% to 52%, with a standard deviation of 7.3%. Both the 1 Year and 6 Year median goals have modestly increased since the first year of setting goals—2.25 percentage point increase for the 1 Year goal and 3 percentage point for the 6 Year goal.

The two optional indicators districts were most likely to set goals for was salary and benefits as a percentage of unrestricted general funds and the share of OPEB liability set aside. The goals and median outcomes for the salary and benefits indicator are almost identical at 86% (see Chart 6).

⁴ <https://www.gfoa.org/fund-balance-guidelines-general-fund>

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Little variation existed on this indicator with the standard deviation under 4% for the 1 and 6 Year goals. Unlike the salary and benefits goals, the OPEB goals differed from its 1 and 6 Year goals—55% and 79%, respectively—and varied greatly with a standard deviation of about 35%. However, given the median outcome is 53% this indicates the median goals appear to be aspirational and feasible.



Note: Historical OPEB data only exists for 2015-2016. It is unclear if districts entered 0% as their OPEB historical data, as 32 districts entered 0% and only 7 of them entered a goal. Including all historical data, the median rate would be 2%. Given that is significantly lower than the goals, districts that entered 0% as their historical data were not included in the calculation for median outcome rate.

The next two fiscal viability indicators were annual operating excess/deficiency (the net general fund balance) and cash balance (restricted and unrestricted general fund balance). Between 26% and 33% of districts set a goal on these two indicators. For the operating excess indicator, the average 1 Year and 6 Year goals were about \$1.06 million, which was lower than the average outcome of \$2.4 million (see Table 4). However, the variation on these goals was great. The range was -\$5.2 million to \$24 million. The cash balance indicator follows a similar trend, with the goals being lower than the three-year outcomes and the variation being great. Claims on if these goals were aspirational could not be made.

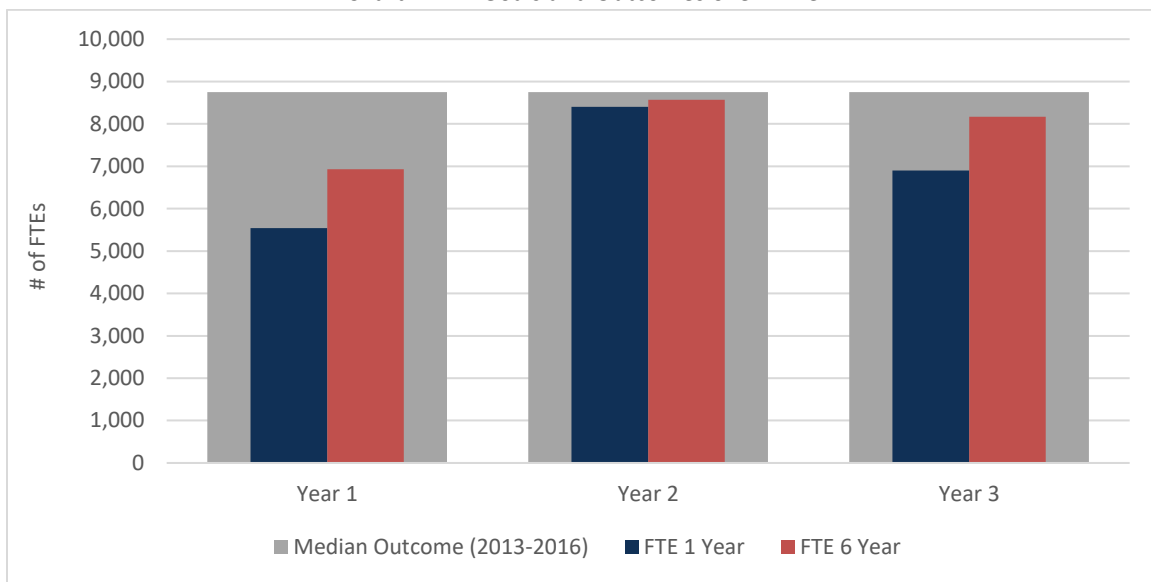
Table 4: Operating Excess and Cash Balance Goals and Median Outcomes

Indicator Goal	# of districts	Mean		Median		Std. Dev.	Min	Max
		Goal	Outcome (2013-2016)	Goal	Outcome (2013-2016)			
Operating Excess: 1 Year	24	\$1,070,600	\$2,478,850	\$0	\$911,406	\$5,141,246	-\$5,200,000	\$24,000,000
Operating Excess: 6 Year	23	\$1,057,861		\$0		\$4,156,125	-\$19,202	\$20,000,000
Cash Balance: 1 Year	22	\$20,101,674	\$25,298,777	\$17,000,000	\$17,613,380	\$18,382,930	\$1,399,216	\$68,000,000
Cash Balance: 6 Year	19	\$21,166,886		\$16,000,000		\$18,150,043	\$2,000,000	\$68,000,000

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The only indicator that focused on colleges' fiscal viability pertained to full-time equivalent students (FTEs), which measures student workload⁵ and is used to determine funding. In the current year, the median 1 Year goal was 6,601 and the 6 Year goal was 8,169 (see Chart 7). Given the colleges vary in size, the goals set for this indicator varied greatly (standard deviation 6,361) with goals ranging from 1,960 – 24,207 for the 1 Year goal. This indicator has fluctuated over the last three years. The 1 Year and 6 Year medial goal increased by 52% and 24%, respectively, between the first and second year of the framework, but then decreased by 18% and 5% this year. Interestingly, the goals set over the last three years are well below the median three-year outcome. This could be a result of FTEs constantly changing year to year as half of the colleges that set a goal had FTE counts that were lower in 2015-2016 year than 2011-2012. However, only 27% of colleges set this goal, so these findings are not representative of all colleges.

Chart 7: FTE Goals and Outcomes over Time



2015 Goals vs. Outcomes. Since the system is in the third year of setting goals for the framework of indicators, data is available to determine if districts and colleges met their 1 Year goals set in 2015. The framework has undergone changes over the last three years and this analysis can only examine five indicators and not the OPEB liability indicator (see Table 5). The majority of districts met their goals, with 100% meeting their 1 Year cash balance goal. The fund balance and operating excess were high with 90% and 83% of districts meeting their goals. But the FTEs indicator had the lowest rate at 44% colleges meeting their goal. As stated before, these findings are not representative of all districts or colleges—with the exception of the fund balance indicator—since less than 30% of districts or colleges set goals for these indicators.

⁵ The FTES does not reflect "headcount enrollment," but is the equivalent of 525 hours of student instruction per each FTE. FTE is derived by considering that one student could be enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks, which equals a total of 525 hours per one FTES

Table 5: Share Meeting 2015 1 Year Fiscal Viability Goals

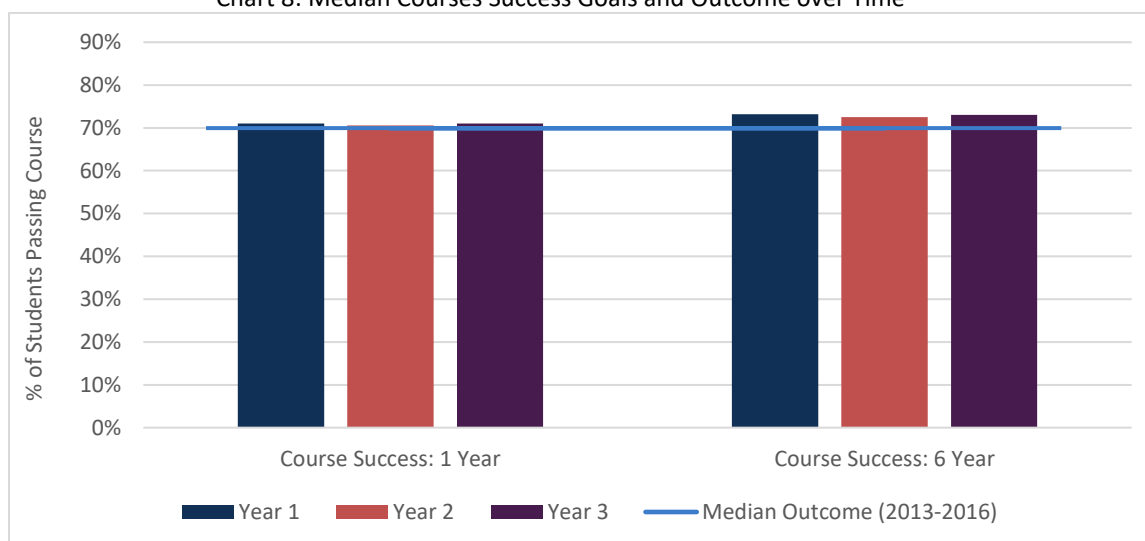
Indicator	# Setting Goal	Percent Increase in Goal from Year 1 to Year 3	Percent Meeting or Surpassing Goal
Cash Balance	21	44%	100%
Fund Balance	72	14%	90%
Operating Excess	12	30%	83%
Salary and Benefits	22	2%	64%
FTEs	27	25%	44%

Student Performance and Outcomes Indicators

Student performance and outcomes are the last part of the IEPI framework. In Year 3, 21 indicators represent it and all are directed towards colleges. These indicators mainly focused on course completion rates for all fall courses, remedial courses (math, English, and ESL), transfer-level courses, as well as overall completion rates in completing a degree, certificate, or transfer-related outcomes. The indicators also focused on the number of degrees, awards, and certificates conferred at colleges, as well as median time to degree, just to name a few. Findings will only be discussed for required indicators and optional ones where at least 25% of colleges set a goal (see the appendix for all other indicators).

Colleges were required to set goals for two indicators—the share of students earning a C or better in the fall term (course success) and college choice on student achievement. The course success goal has been required all three years. In the current year, the median 1 Year goal was 71%, which has not changed over the past three years. The median goal for the 6 Year was 73%, with minimal variation over the time.

Chart 8: Median Courses Success Goals and Outcome over Time



As Chart 8 demonstrates, the goals are very close to the actual three-year median of 70%. Colleges may want to consider setting goals that are slightly more ambitious as the goals are meant to be attainable, but aspirational.

The college choice on student achievement indicator was the other required indicator. This indicator allowed colleges to select one of the indicators that focused on unprepared students—overall completion rate⁶ and course completion rates for a transfer-level math,⁷ English,⁸ or ESL.⁹ Colleges were asked to write-in the indicator they choose to set a goal for; however, not every college provided the actual goals. Therefore, this report will not discuss the actual goals set for this indicator, but will provide a breakdown of the remedial indicators colleges choose to fulfill this requirement. Overall, the most common indicator chosen was the completion rate (64) and the math remedial rate (51). Thirty-three colleges choose multiple remedial indicators. Of this group, the math and English remedial rate were the most common indicators colleges choose, 29 and 25, respectively.

Table 6: Number of Colleges Setting College Choice Indicator

Set Multiple Goals		Indicators			
		Completion Rate	Remedial Math Rate	Remedial English Rate	Remedial ESL Rate
Yes	33	13	29	25	12
No	81	51	22	7	1
Total	114	64	51	32	13

While the remedial goals cannot be reported in the context of the college choice indicator, they can be reported for the actual remedial indicators, which were most common optional indicators colleges set a goal for. As mentioned above, four remedial goals are the percentage of students who started below transfer level for the specified subject—math, English, or ESL—and completed a transfer level course in the same subject within six years, and the percentage of unprepared students that earned an award or transferred within six years. Chart 9 illustrates that the goals for all three course indicators increased over the past three years, but the completion indicator goals decreased. The English indicator has the highest goals at 47% and 49% for 1 Year and 6 Year goals, respectively. The completion indicator followed with goals of 40% and 43%. The math indicator was significantly lower with the 1 Year goal at 34% and 6 Year 38%, and the ESL goal was even lower at 24% and 28%, respectively. However, the goals were within a reasonable range of the actual outcomes indicating the goals are somewhat aspirational and feasible. It should be noted that many colleges have implemented reforms in remedial education and it is prudent to give them space and time to fully implement the reforms.

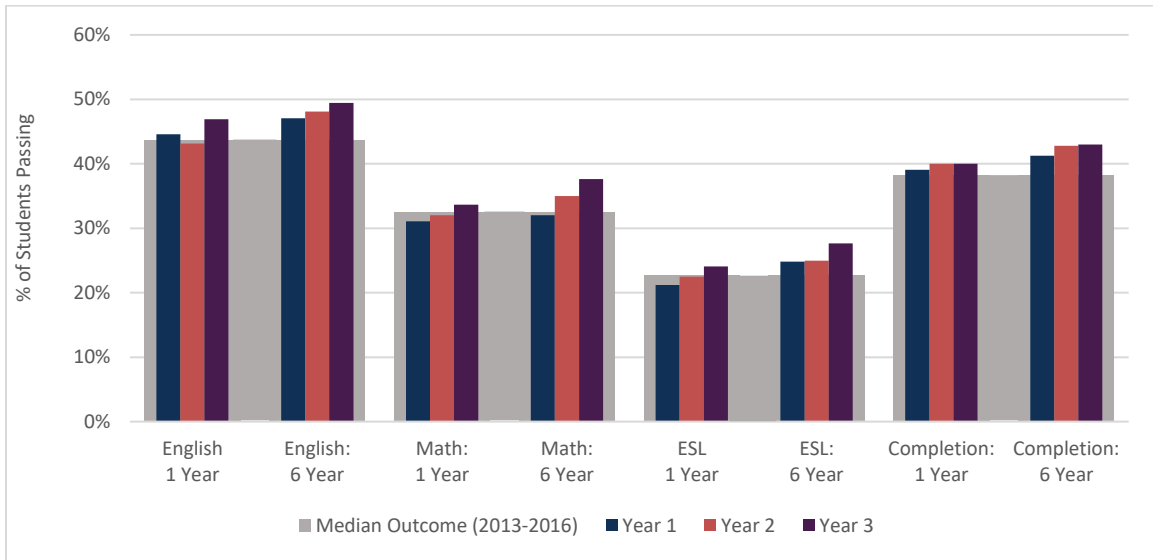
⁶ Percentage of degree, certificate, and/or transfer-seeking remedial students starting first time in 2009-2010 tracked for six years through 2015-2016 who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome.

⁷ Percentage of credit students tracked for six years who started below transfer level in math and completed a college-level transfer course in math

⁸ Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English

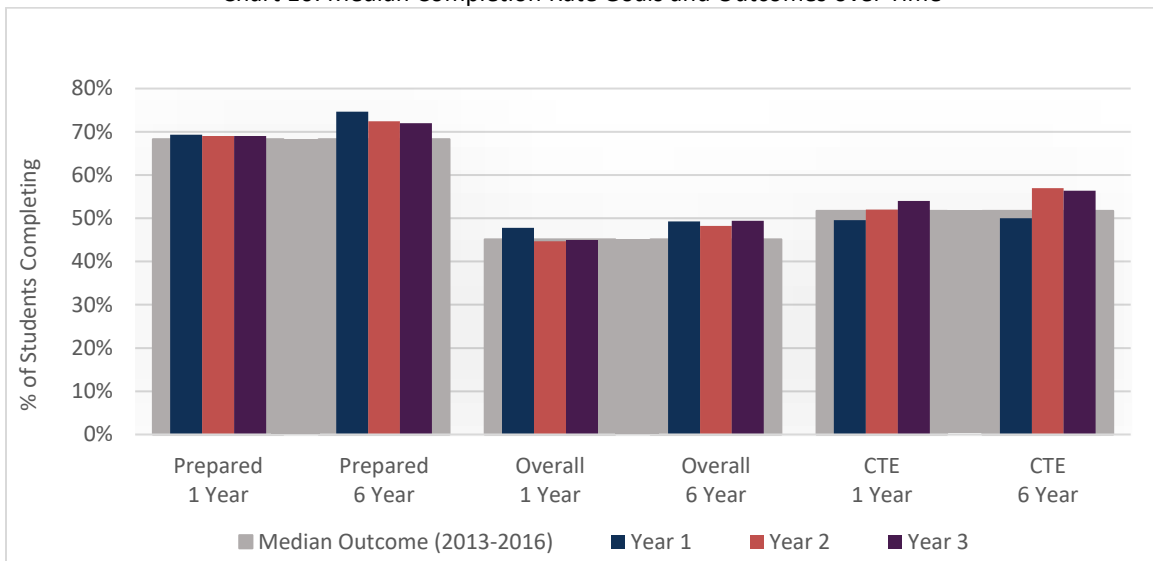
⁹ Percentage of credit students tracked for six years who started below transfer level in ESL and completed a college-level transfer course in ESL

Chart 9: Median Remediation Goals and Outcomes over Time



The next commonly used indicators pertained to completion rates—overall, prepared, and career technical education (CTE). These indicators are the percentage of students who complete a degree, certificate, or transfer-related outcome within six years and uses the Scorecard cohort definition.¹⁰ The goals changed minimally over the last three years with the median overall completion goals at 45% (1 Year) and 49% (6 Year), the prepared goals at 69% and 70%, and the CTE goals at 54% and 56% (see Chart 10). All the completion goals were very close to the three year median outcomes and colleges may want to consider setting more aspirational goals.

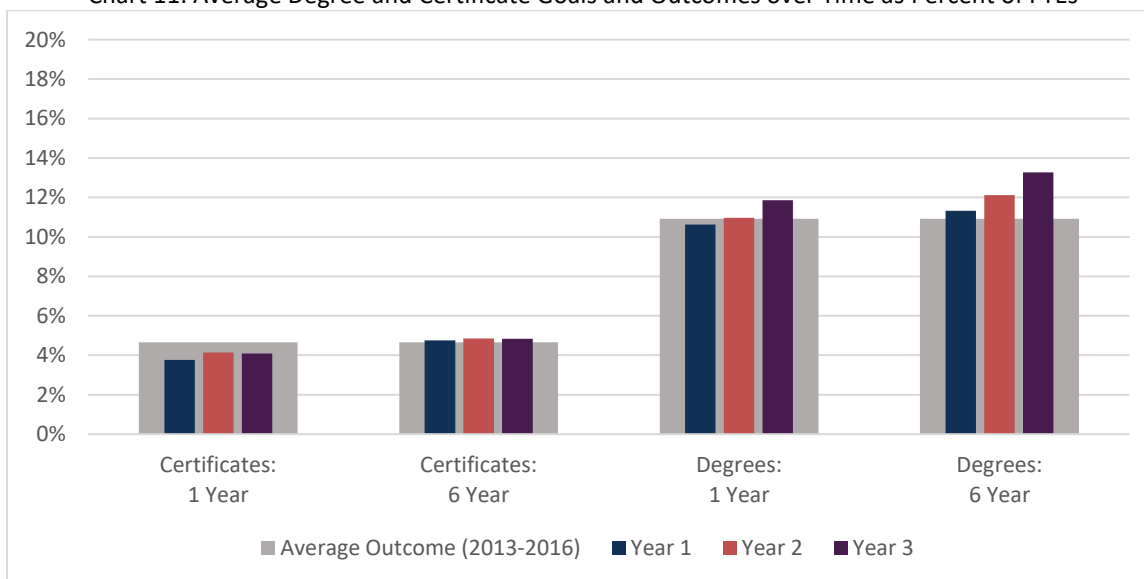
Chart 10: Median Completion Rate Goals and Outcomes over Time



¹⁰ The Scorecard defines overall and prepared cohort as first-time students with minimum of 6 units earned who attempted any Math or English in the first three years. For the CTE cohort, it is first-time students with a minimum of 8 CTE units in a single discipline.

The final two indicators where at least 25% of colleges set goals for was the number of associate degrees and Chancellor’s Office approved certificates earned. In Year 3, the median 1 Year goal for associate degrees was 860 and the 6 Year goal was 930. For certificates it was 223 and 269, respectively. As seen with other indicators, the goals for these two indicators varied across the colleges given colleges vary in size. To control for campus size, the number of degrees and certificates were converted into a percentage by dividing the number of awards into the campus’ FTEs. As Chart 11 demonstrates, the 1 Year certificate goal is 4%, which translate into 4% of FTEs potentially earning a certificate. The goals for certificates has not increased over time. They are also just within the average actual certificates

Chart 11: Average Degree and Certificate Goals and Outcomes over Time as Percent of FTEs



awarded, indicating colleges may want to consider slightly more ambitious goals. The 1 Year and 6 Year degree goals have slightly increased overtime—no more than a one percentage point increase—but they are slightly more ambitious than the certificate goals as compared to the three year average outcomes.

2015 Goals vs. Outcomes. The framework of indicators has changed over the last three years, and only 11 student performance and outcome indicators can be analyzed to determine how many colleges met the goals they set in Year 1 (see Table 7). The outcomes for colleges were mixed. The two indicators where the largest share of colleges met or exceeded their goals were number of degrees awarded (83%) and share of remedial ESL students passing a transfer level ESL course (75%). The three indicators that colleges were least likely to meet their goals were course success (35%), Scorecard completion rates for prepared students (32%), and the overall Scorecard completion rate (31%). Again, the purpose of setting goals in the indicator portal is to have colleges use the indicators as a tool to identify areas for improvement and start discussions on how to improve them. The purpose is not to sanction colleges if they do not meet their goals. Though the majority of goals were not met, what is encouraging is that colleges are setting more ambitious goals in Year 3 than in Year 1.

Table 7: Share Meeting 2015 1 Year Student Performance and Outcomes Goals

Indicator	# of Colleges	Percent Increase in Goal from Year 1 to Year 3	Percent Meeting or Surpassing Goal
Number of Degrees	29	46%	83%
Remediation: ESL	24	14%	75%
Remediation: Math	29	8%	62%
Number of Certificates	28	25%	62%
Completion: CTE	28	9%	59%
Remediation: English	29	5%	52%
Completion: Unprepared	28	2%	39%
Course Success	113	0%	35%
Completion: Prepared	28	-1%	32%
Completion: Overall	29	-6%	31%

Looking Ahead

Although new required indicators were not added in Year 3, many optional ones were added. Participation on these new optional indicators was very low with the exception of the OPEB liability, but only 40% of districts set a goal. The Board of Governors already approved the Year 4 indicators, but the framework of indicators workgroup may want to review the current optional indicators to determine if they should remove any for Year 5. Questions this group should think about are whether or not the number of indicators is overwhelming for users; would participation on individual indicators increase if some of the indicators were removed; do users like the variety as it fits their unique needs? Developing a survey could help answer these questions.

The workgroup should consider changing how the required college choice on student achievement indicator is collected for Year 4. The data was not good in Year 3 as many colleges did not include the actual goals. There are two options to improve how data is collected for this indicator. The first option is to remove the text box and replace it with a drop-down menu or radio buttons that contains all the remedial indicators, with a matrix to the right where users would type in their 1 and 6 Year goals. The other option is to use the dropdown menu or radio buttons described above and then create validations for the standalone remedial indicators. If a user did not go back and set a goal for the remedial indicator they selected as their college choice one, they would receive an error message and would be unable to certify all their goals until they did. Either option will improve the data on the college choice indicator, which would allow for more analyze to be conducted.

Appendix

Table 1: Description of Year 3 Indicators

College/District Indicator	Brief Definition
Student Performance and Outcomes	
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
<ul style="list-style-type: none"> College-prepared 	Student's lowest course attempted in Math and/or English was college level
<ul style="list-style-type: none"> Unprepared for college 	Student's lowest course attempted in Math and/or English was pre-collegiate level
<ul style="list-style-type: none"> Overall 	Student attempted any level of Math or English in the first three years
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
<ul style="list-style-type: none"> Math 	See above
<ul style="list-style-type: none"> English 	See above
<ul style="list-style-type: none"> ESL 	See above
Transfer-level completion rate years 1 and	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
<ul style="list-style-type: none"> Math year 1 	Completed transfer-level math in year 1
<ul style="list-style-type: none"> Math year 2 	Completed transfer-level math in year 1 or year 2
<ul style="list-style-type: none"> English year 1 	Completed transfer-level English in year 1
<ul style="list-style-type: none"> 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

Framework of Indicators: Summary Report for Year 3

College/District Indicator	Brief Definition
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
College Choice	Each college may self-identify an indicator and provide a narrative of the result.
Noncredit college choice	Each college may self-identify an indicator related to noncredit and provide a narrative of the result
Accreditation Status	
Accreditation status	Latest ACCJC action:
	Fully Accredited, Reaffirmed
	Fully Accredited, Warning
	Fully Accredited, Probation
	Fully Accredited, Show Cause
Fully Accredited, Restoration	
Fiscal Viability	
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
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 districts set aside funds represents, including both funds in a trust and outside of a trust and designated for this liability.
Programmatic Compliance with State and Federal Guidelines	
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements
• Opinion for the Financial	See above
• State Compliance	See above
• Federal Award/Compliance	See above

Framework of Indicators: Summary Report for Year 3

Table 2: Year 3 Student Performance and Outcome Goals Summary Statistics

Indicator	# Goals	Mean	Median	Std. Dev.	Min	Max
Overall Completion: 1 Year Goal	48	45.81%	45.00%	7.60%	31.80%	64.30%
Overall Completion: 6 Year Goal	50	50.1%	49.45%	7.63%	35.90%	65.20%
Prepared Completion: 1 Year Goal	41	67.46%	69.00%	7.69%	44.70%	82.90%
Prepared Completion: 6 Year Goal	43	72.05%	72.00%	6.78%	54.70%	88.00%
Remedial Completion: 1 Year Goal	72	40.43%	40.00%	5.55%	27.40%	55.10%
Remedial Completion: 6 Year Goal	73	44.13%	43.00%	6.36%	29.60%	60.00%
Remedial Math: 1 Year Goal	66	35.21%	33.65%	7.07%	19.20%	56.00%
Remedial Math: 6 Year Goal	68	39.1%	37.65%	8.46%	22.70%	60.00%
Remedial English: 1 Year Goal	65	45.39%	46.9%	9.73%	22.50%	70.00%
Remedial English: 6 Year Goal	66	48.85%	49.45%	9.87%	27.50%	70.00%
Remedial ESL: 1 Year Goal	35	25.03%	24.10%	13.60%	4.00%	62.60%
Remedial ESL: 6 Year Goal	36	29.53%	27.65%	14.31%	5.00%	65.00%
CTE Completion: 1 Year Goal	42	54.76%	54.00%	7.85%	40.00%	76.60%
CTE Completion: 6 Year Goal	45	58.21%	56.40%	9.46%	43.00%	96.60%
Course Success: 1 Year Goal	114	70.94%	71.00%	3.02%	61.00%	78.00%
Course Success: 6 Year Goal	114	73.08%	73.00%	3.03%	65.10%	81.00%
Transfer Math Year 1: 1 Year Goal	14	18.62%	15.00%	9.93%	7.40%	40.00%
Transfer Math Year 1: 6 Year Goal	15	24.49%	21.00%	12.84%	11.00%	50.00%
Transfer Math Year 2: 1 Year Goal	19	34.69%	29.90%	13.35%	17.20%	70.00%
TransferMathYear2: 6 Year Goal	19	41.72%	35.00%	18.34%	19.00%	90.00%
Transfer English Year 1: 1 Year Goal	14	46.14%	44.50%	13.02%	26.30%	70.00%
Transfer English Year 1: 6 Year Goal	15	51.50%	50.00%	14.70%	29.20%	75.00%
Transfer English Year 2: 1 Year Goal	18	64.02%	67.25%	11.52%	37.40%	79.80%
Transfer English Year 2: 6 Year Goal	19	69.89%	72.00%	12.83%	39.20%	90.00%
CTE Wage Gain: 1 Year Goal	10	26.97%	25.90%	14.43%	10.00%	50.00%
CTE Wage Gain: 6 Year Goal	10	36.38%	37.55%	17.53%	15.00%	64.00%
Participation: 1 Year Goal Year Goal	6	21.65%	20.40%	7.49%	14.00%	30.00%
Participation: 6 Year Goal	6	22.33%	20.50%	7.66%	15.00%	32.00%
Completion Degree: 1 Year Goal	39	1,098.69	860.00	849.28	148.00	4,300.00
Completion Degree: 6 Year Goal	41	1,215.15	930.00	955.76	155.00	5,000.00
Completion Certificate: 1 Year Goal	38	407.66	223.00	468.03	33.00	2,158.00
Completion Certificate: 6 Year Goal	40	463.6	268.50	512.62	34.00	2,223.00
Low Unit Certificate: 1 Year Goal	8	197.75	55.00	283.23	0.00	808.00
Low Unit Certificate: 6 Year Goal	9	233.44	76.00	302.58	0.00	907.00
Time To Degree: 1 Year Goal	14	3.89	3.95	0.44	3.00	4.50
Time To Degree: 6 Year Goal	15	3.55	3.7	0.63	2.5	4.50
CDCP Certificate: 1 Year Goal	3	0.00	0.00	0.00	0.00	0.00
CDCP Certificate: 6 Year Goal	5	17.2	6.00	22.12	0.00	50.00
Student Achievement Goal	114	N/A	N/A	N/A	N/A	N/A
Optional Goal	24	N/A	N/A	N/A	N/A	N/A
Noncredit Goal	2	N/A	N/A	N/A	N/A	N/A

Framework of Indicators: Summary Report for Year 3

Table 3: Year 3 Fiscal Viability Indicator Goals Summary Statistics

Indicator	# Goals	Mean	Median	Std. Dev.	Min	Max
Salary and Benefits: 1 Year Goal	29	85.13%	86.00%	3.96%	75.00%	92.00%
Salary and Benefits: 6 Year Goal	28	84.63%	85.00%	3.50%	75.00%	88.20%
OPEB Goal: 1 Year Goal	29	54.59%	55.00%	36.06%	0.00%	100.00%
OPEB Goal: 6 Year Goal	28	70.04%	78.55%	34.80%	0.00%	100.00%
Fund Balance: 1 Year Goal	72	13.98%	12.25%	7.08%	5.00%	38.00%
Fund Balance: 6 Year Goal	72	13.89%	13.00%	7.29%	5.00%	52.00%
Cash Balance: 1 Year Goal	22	\$20,101,674	\$17,000,000	\$18,382,930	\$1,399,216	\$68,000,000
Cash Balance: 6 Year Goal	19	\$21,166,886	\$16,000,000	\$18,150,043	\$2,000,000	\$68,000,000
Operating Expense: 1 Year Goal	24	\$1,070,600	\$0	\$5,141,246	-\$5,200,000	\$24,000,000
Operating Expense: 6 Year Goal	23	\$1,057,861	\$0	\$4,156,125	-\$19,202	\$20,000,000
FTEs: 1 Year Goal	31	9,060.03	6,901.10	6,361.35	1,960.00	24,207.00
FTEs 6 Year Goal	28	9,552.50	8,168.65	6,323.77	2,100.00	24,690.00

Table 4: District Average 1 Year Goals over Time

Year	Operating Excess	Cash Balance	Salary & Benefits	Fund Balance
2014-2015	\$824,005	\$13,952,696	84%	12%
2015-2016	\$1,029,322	\$15,789,577	85%	13%
2016-2017	\$1,070,600	\$20,101,674	85%	14%

Table 5: Percent of Colleges Setting Accreditation Goals over Time

Accreditation Status	Year 1		Year 2		Year 3	
	1 Year Goal	6 Year Goal	1 Year Goal	6 Year Goal	1 Year Goal	6 Year Goal
No Action	62%	74%	67%	87%	82%	86%
Reaffirmed	32%	24%	27%	13%	17%	14%
Sanction Removed	2%	0%	3%	0%	1%	0%
Sanction Removed and Reaffirmed	3%	1%	1%	0%	1%	0%
Warning	1%	0%	2%	0%	0%	0%
Probation	1%	0%	0%	0%	0%	0%

Table 6: Optional Noncredit College Choice Indicator Goals

- | |
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| <ol style="list-style-type: none"> College has not had noncredit courses other than tutoring. Our one-year goal is to develop and adopt 5 such courses. Our six-year goal is to develop 30 such courses in collaboration with our Adult Education Consortium partners. College will develop at least one CDCP certificate in the short term 2017-2018, and develop five CDCP certificates in over a six year period. |
|--|

Framework of Indicators: Summary Report for Year 3

Table 7: Optional College Choice Indicator Goals

1. Completion Rate (Scorecard) - Overall
2. Career Technical Education Completion: Short- and long-term goal to increase rate to 54%
3. 30 Unit Achievement Rate (Scorecard): Percentage of degree, certificate and/or transfer-seeking, first time students who earned at least 30 units within six years. Short-term Goal(2017-18) - 68.9% Long-term Goal(2022-23) - 70.7%
4. 30 Unit Achievement Rate (Scorecard): Percentage of degree, certificate and/or transfer-seeking, first time students who earned at least 30 units within six years. Short-term Goal(2017-18) - 57.2% Long-term Goal(2022-23) - 59.2%
5. We has set a goal for the total number of associate degrees and Chancellor's Office approved certificates completed. The short-term (1 year) goal for 2017-2018 is 2,550 and the long-term (6 years) goal is 2,650.
6. Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who enrolled in the first three consecutive terms. Actual: 61.3% Six Year Goal: 70%
7. College would like to focus on Unprepared students under Completion Rate and Persistence. The goal for Unprepared Completion rate is 35% and 39%. As for Persistence Unprepared the goal is 69% and 72%.
8. Course success rate for distance education courses Short-term goal for 2017-18: 61.5% Long-term goal: 66%
9. Establish annual funding of a restricted reserve account for capital maintenance and emergencies of 0.10% per year with a reserve cap of \$1,000,000.
10. Goals for remedial rates in English and ESL have been set for 1-year and 6-years (English 41% and 46%; ESL 10% and 15%), as well as for Completion Rate for Unprepared students (35% and 40%).
11. We set goal for Completion of Degrees (Number of associate degrees completed). Short term goal for Completion of Degrees is 1,041 and long-term goal is 1,207.
12. Increase Student Certificate Award Rate by 20% in the short-term, 2017-2018; and using 2017-2018 as a base, increase the Student Certificate Award Rate by 10% over a six year period.
13. Increase the rate of SLO/SAO submissions from 95% minimum; long term goal 100%.
14. We identified fall-to-fall persistence of first time college students for the optional college choice. The short-term goal (i.e., fall 2017 to fall 2018) is 67%. The long-term goal (i.e., fall 2022 to fall 2023 goal) is 68%.
15. Number of first-time, FTES, who experience successful course completion (in at least 6 units) and persist to enroll subsequent Fall term (Fall-to-Fall persistence rate among successful FTES).
16. Our college has also selected indicator 22 - Transfer Level Math - Year 2, and has set goals for monitoring the percentage of students who complete transfer level math within 2 years.
17. We has selected IEPI indicator 18 (item #3 above) Associate Degree recipients. This indicator reflects the number of individual students who are awarded degrees each year rather than the total number of awards conferred. The Institutionally set standard for 1 year is 700 Associate Degree award recipients. The 6 year goal is 750.
18. We will implement a Promise Program that will cover 100% of tuition fees for recently graduated in-district high school students or recently honorably discharged veterans who enroll in 9 or more credit units and are not eligible for any other types of financial aid. Target is to have 75% of the qualifying individuals to participate.
19. Percent of incoming English students that enroll in ENGL 001 ST Goal:44.3% LT Goal:75.0%
20. Population Participation Rate -- Sonoma County residents aged 18-64 enrolling at SRJC Short-term (1 year) goal: 12.2% Long-term (6 years) goal: 12.3%
21. The following indicators have also been chosen for goal setting and benchmarking: Indicator #10. Completion Rate (Scorecard) - College Prepared Indicator #16. Career Technical Education Rate (Scorecard)
22. Transfer-level Math Year 2 25%
23. We are still working on identifying locally determined student success goals. Currently, we are holding an attrition study that will be completed in August. This will give us additional information on important goals to set as an institution.

Framework of Indicators: Summary Report for Year 3

Chart 1: Percent of Districts Reporting Optional Goals over Time

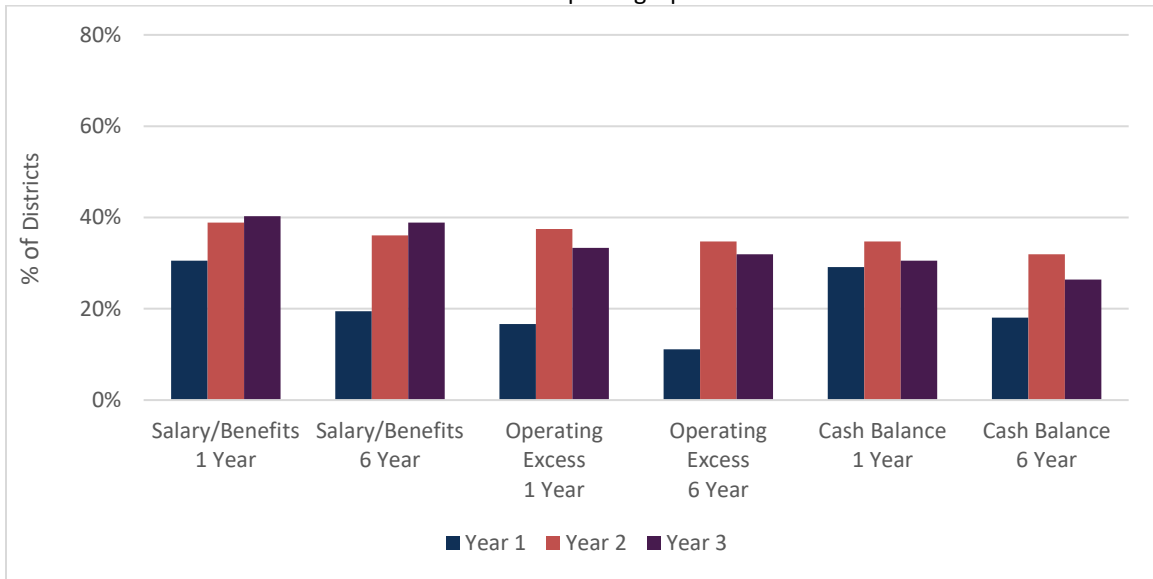
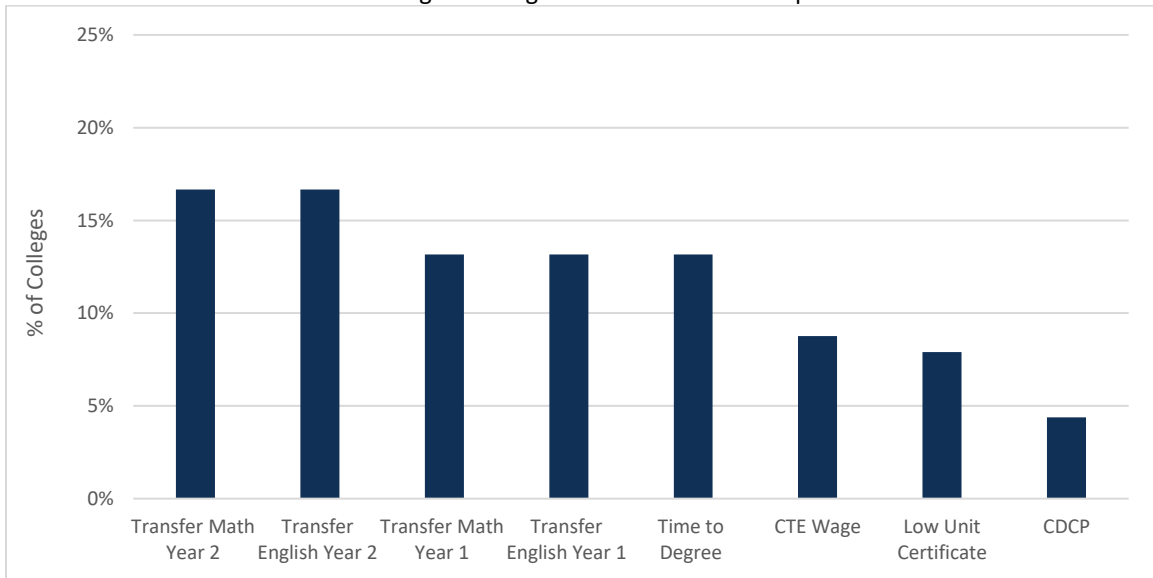


Chart 2: Share of Colleges Setting 6 Year Goals for New Optional Indicators



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Chart 3: Share of Colleges Setting 6 Year Goals for Optional Indicators over Time

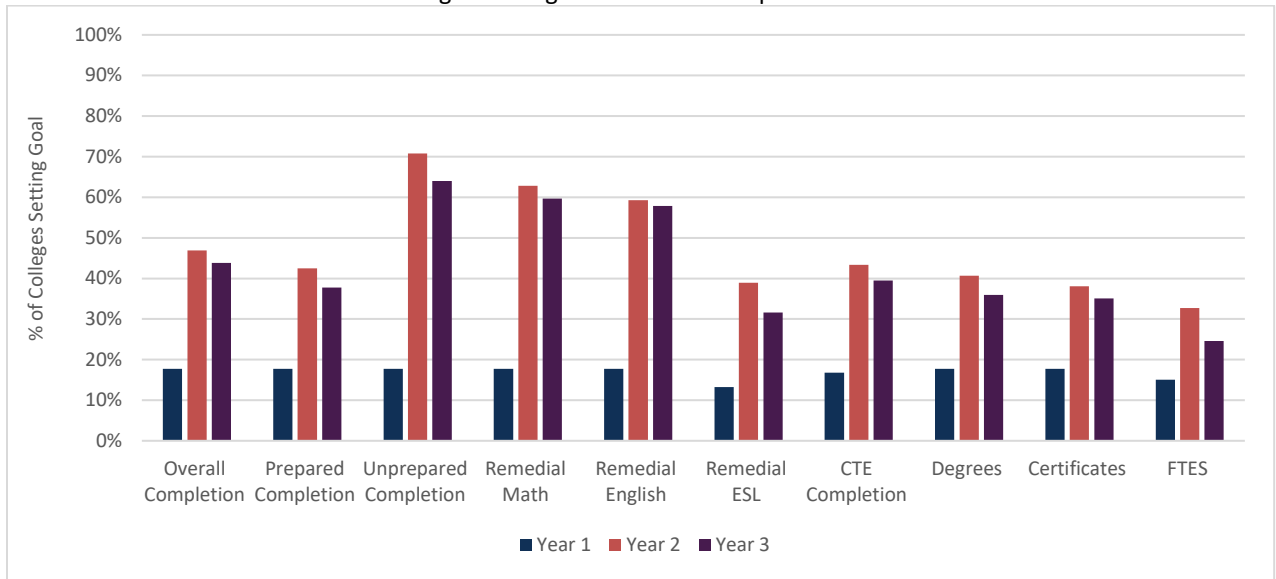
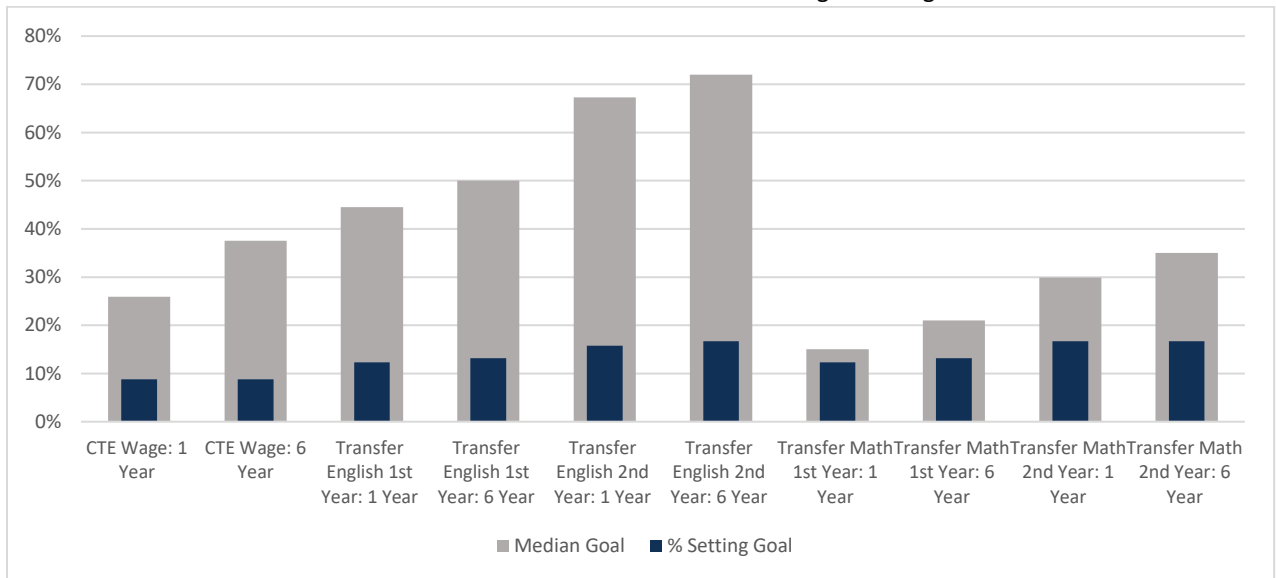


Chart 4: Median Indicator Goals and Share of Colleges Setting Goal



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Chart 5: Time to Degree Indicator Goal and Actual Outcome

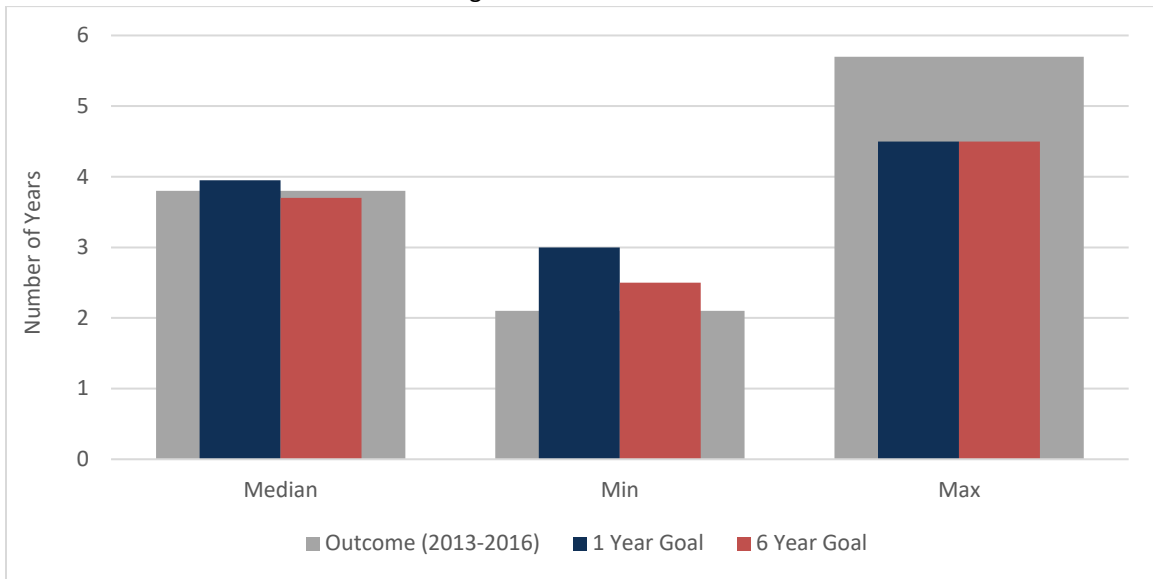


Chart 6: Degree and Certificate Goals and Outcomes over Time

