

California Community Colleges Chancellor's Office  
**INSTITUTIONAL EFFECTIVENESS**

**Indicator Rates - Gavilan 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)	Long-term (6 Years) Goal
10.4	9.9	9.3	9.4	13.2	12.0	10.0

**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)	Long-term (6 Years) Goal
83.7	83.4	80.0	79.9	79.1	85.0	80.0

**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)	Long-term (6 Years) Goal
(784,036)	(193,664)	(232,059)	127,855	1,519,523		

**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)	Long-term (6 Years) Goal
(1,321,717)	5,156,128	2,704,582	3,200,640	5,039,395	5,500,000	6,000,000

**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 designated for this liability)

Historical Rate	Goals	
2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	100.0	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
15.4		

**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	
2015-2016	Short-term (1 Year) Goal	Long-term (6 Years) Goal

(goal for 2017-2018)

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	
2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
No	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	
2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
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)	Long-term (6 Years) Goal
62.2	63.7	71.0	63.3	65.4	66.5	71.0

**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)	Long-term (6 Years) Goal
34.8	33.2	34.4	39.3	38.8	40.0	46.0

**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)	Long-term (6 Years) Goal
43.2	42.6	46.2	46.4	46.8	47.5	53.5

**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)	Long-term (6 Years) Goal
28.6	29.3	31.7	30.0	32.6	33.5	39.5

**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)	Long-term (6 Years) Goal
34.4	36.5	36.8	36.1	39.7	41.0	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)	Long-term (6 Years) Goal
3.7	7.6	6.5	4.4	11.2	12.0	18.0

### 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)	Long-term (6 Years) Goal
40.3	40.0	44.0	41.6	49.6	51.0	57.0

### 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)	Long-term (6 Years) Goal
69.1	71.8	71.8	71.2	70.3	72.0	78.0

### 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)	Long-term (6 Years) Goal
408	450	447	440	510	550	690

### 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)	Long-term (6 Years) Goal
165	319	359	405	462	525	690

### 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
319	295	333	338	297

### 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 math in their first year

Historical Rates					Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
8.3	7.8	11.0	9.8	N/A	15.00	21.00



2011	2012	2012	2013	2013	2014	2014	2015	2015	2016	(1 Year) Goal (goal for 2017-2018)	(6 Years) Goal
FA-N	FA-N	FA-N	FA-N	FA-RA	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-RA
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											Spring 2019

## 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)	Long-term (6 Years) Goal
5,178.9	5,145.6	5,222.8	5,264.2	4,818.4	5100.0	5500.0

## College Choice Indicators

### 31. College Choice Student Achievement (Required)

College must set a goal focused on unprepared students or basic skills students from indicators 9, 11, 12, or 13 above. In the narrative box below, note which indicator has been chosen.

In keeping with work on Guided Pathways, English acceleration initiative, our BSI grant, and our third STEM grant, and multiple measures placement, the college has selected both our basic skills math and English outcomes as achievement indicators of focus. With higher validity placement, fewer basic skills levels, and additional support structures for basic skills students, we hope to improve our outcomes in both of these main areas.

### 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.