California Community Colleges Chancellor's Office

INSTITUTIONAL EFFECTIVENESS

Indicator Rates - South Orange County CCD

District Fiscal Viability Indicators

1. Fund Balance (Required)

				xpenditures	entage of total e	alance as a perc	l general fund b	Ending unrestricted
;	Goals		Historical G 2015-2016			storical Rates	His	
Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
12.0	12.0 %	12.0	12.0	21.1	23.7	20.0	14.8	11.7

2. Salary and Benefits (Optional)

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

3	Goals	ioals	Historical G		Historical Rates					
Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	2015-2016 Long-term (6 Years) Goal	2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012		
88.0	88.0 %	88.0	88.0	89.4	88.4	88.2	89.3	88.2		

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

Net increase or decrease in general fund balance **Historical Values Historical Goals** Goals 2015-2016 2015-2016 Short-term Short-term (1 Year) Goal Long-term (1 Year) Goal (goal for 2017-(goal for 2016-(6 Years) Long-term 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2017) Goal 2018) (6 Years) Goal (640,307)6,499,457 9,727,912 10,289,867 3,004,105 \$

4. Cash Balance (Optional)

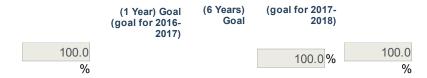
Historical Values Historical Goals Goals 2015-2016 Short-term 2015-2016 Short-term (1 Year) Goal Long-term (1 Year) Goal (goal for 2016-(6 Years) (goal for 2017-Long-term 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2017) Goal 2018) (6 Years) Goal 58,147,615 29,699,290 37,976,386 51,350,104 61,543,358 \$

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	Historical G	oals	Goals		
2015-2016	2015-2016	2015-2016	Short-term	Long-term	
	Short-term	Long-term	(1 Year) Goal	(6 Years) Goal	

Unrestricted and restricted general fund cash balance, excluding investments



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	Historical G	ioals	Goals		
2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal	
20.5			%	%	

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	Historical G	ioals	Goals		
	2015-2016				
	Short-term	2015-2016	Short-term		
	(1 Year) Goal	Long-term	(1 Year) Goal		
	(goal for 2016-	(6 Years)	(goal for 2017-	Long-term	
2015-2016	2017)	` Goal	2018)	(6 Years) Goal	
Yes	Yes	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	Historical G	ioals	(oals		
	2015-2016					
	Short-term	2015-2016	Short-term (1 Year) Goal			
	(1 Year) Goal	Long-term				
	(goal for 2016-	(6 Years)	(goal for 20	017-	Long-term	
2015-2016	2017)	Goal	20	018)	(6 Ye	ars) Goal
Yes	Yes	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	Historical G	oals	Goals			
2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal		
Yes	Yes	Yes	Yes ▼	Yes ▼		

College Indicators for Irvine Valley College ▼

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 Historical Goals

2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2015-2016 2015-2016 Short-term Long-term
Short-term Long-term (1 Year) Goal (6 Years) Goal (6 Years) Goal (6 Years) Goal (17-2018)

% 76.4 77.5 0.08 77.9 79.8 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 Historical Goals** Goals 2015-2016 2015-2016 Short-term Short-term (1 Year) Goal (1 Year) Goal Long-term Long-term 2015-2016 (goal for 2016-2017) (6 Years) Goal 2011-2012 2013-2014 2014-2015 2012-2013 (goal for 2017-2018) (6 Years) Goal 52.8 55.1% 55.6% 51.6 53.8 52.8 54.8 54.6 55.1 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 Historical Goals** Goals 2015-2016 Short-term 2015-2016 Short-term (1 Year) Goal Long-term (1 Year) Goal Long-term 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 (goal for 2016-2017) (6 Years) Goal (goal for 2017-2018) (6 Years) Goal 62.3 % 63.1 64.0 62.0 63.4 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 Historical Goals** Goals 2015-2016 Short-term 2015-2016 Short-term (1 Year) Goal (1 Year) Goal Long-term Long-term 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 (goal for 2016-2017) (6 Years) Goal (goal for 2017-2018) (6 Years) Goal % % 40.8 38.9 37.3 39.6 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 Historical Goals** Goals 2015-2016 Short-term 2015-2016 Short-term (1 Year) Goal Long-term (1 Year) Goal Long-term 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 (goal for 2016-2017) (6 Years) Goal (goal for 2017-2018) (6 Years) Goal 67.5 53.5 65.1 65.9 67.5 70.0 70.0% % 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 Historical Goals** Goals 2015-2016 Short-term 2015-2016 Short-term (1 Year) Goal Long-term (1 Year) Goal Long-term 2011-2012 2014-2015 2015-2016 (goal for 2016-2017) (6 Years) Goal (goal for 2017-2018) 2012-2013 2013-2014 (6 Years) Goal 12.3 20.2 21.0 164 19.1 % % 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 Historical Goals** Goals 2011-2012 2015-2016 2012-2013 2013-2014 2014-2015 2015-2016 2015-2016 Short-term Long-term

Short-term

Long-term

(6 Years) Goal (goal for 2017-2018)

(1 Year) Goal

(6 Years) Goal

48.3					(goal for 2016-2017)							
	51.5	51.9	47.5	56.0			%	%				
17. Successful Course Completion (Datamart) (Required)												
	erm credit cou				a grade of C or better							
	Historical Rates Historical Goals Goals											
					2015-2016							
					Short-term (1 Year) Goal	2015-2016 Long-term	Short-term (1 Year) Goal	Long-term				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	(goal for 2016-2017)			(6 Years) Goal				
69.9	71.6	71.9	71.3	70.7	72.2	72.2	72.2%	72.2 %				
18 Completion of	Degrees (F)atamart) (O	Intional)									
18. Completion of Degrees (Datamart) (Optional) Number of associate degrees completed (Goal should be set as count)												
Number of associate	_	ical Counts	Silvulu be se	t as count)	Historical G	Soals	Goals					
					2015-2016							
					Short-term	2015-2016	Short-term					
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	(1 Year) Goal (goal for 2016-2017)	Long-term (6 Years) Goal	(1 Year) Goal	Long-term (6 Years) Goal				
664	828	843	970	1,185	(90000000000000000000000000000000000000	(6 10010) 0001	(30000000000000000000000000000000000000	(6 100.0)				
004	020	043	910	1, 105								
19. Completion of Certificates (Datamart) (Optional)												
Number of Chancellor's Office approved certificates completed (Goal should be set as count)												
Historical Counts Historical Goals Goals												
					2015-2016 Short-term	2015-2016	Short-term					
					(1 Year) Goal	Long-term	(1 Year) Goal	Long-term				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	(goal for 2016-2017)	(6 Years) Goal	(goal for 2017-2018)	(6 Years) Goal				
813	1,079	1,000	1,197	1,212								
			0.7		Onder!							
20. Transfers to 4-year Institutions (Datamart) (For Information Only)												
	-			ntormation	Only)							
20. Transfers to 4- Number of students including CSU, UC,	who transfer	to a four-yea	r institution,									
Number of students	who transfer private and o	to a four-yea	r institution,									
Number of students	who transfer private and o	to a four-yea ut-of-state ur	r institution,									
Number of students including CSU, UC,	who transfer private and o Histor	to a four-yea ut-of-state ur ical Counts	r institution, niversities (No	goal require								
Number of students including CSU, UC, 2011-2012 448	who transfer private and o Histor 2012-2013 380	to a four-yea ut-of-state ur ical Counts 2013-2014 407	r institution, niversities (No 2014-2015 400	o goal require 2015-2016								
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level	who transfer private and o Histor 2012-2013 380 Math Year	to a four-yea ut-of-state ur ical Counts 2013-2014 407	r institution, niversities (No 2014-2015 400	2015-2016 347	ed)	in their first yeal	r who complete a transf	er-level course				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level	who transfer private and o Histor 2012-2013 380 Math Year ' rst-time stud year	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con	r institution, niversities (No 2014-2015 400	2015-2016 347	ed) any math or English i			er-level course				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi	who transfer private and o Histor 2012-2013 380 Math Year ' rst-time stud year	to a four-yea ut-of-state ur ical Counts 2013-2014 407	r institution, niversities (No 2014-2015 400	2015-2016 347	ed) any math or English i Historical G		r who complete a transfo Goals	er-level course				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi	who transfer private and o Histor 2012-2013 380 Math Year ' rst-time stud year	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con	r institution, niversities (No 2014-2015 400	2015-2016 347	any math or English i Historical G 2015-2016	Goals	Goals	er-level course				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first	who transfer private and o Histor 2012-2013 380 Math Year rst-time stud year Histo	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates	r institution, niversities (No 2014-2015 400 nplete 6 units	2015-2016 347 and attempt	any math or English i Historical G 2015-2016 Short-term (1 Year) Goal	Goals 2015-2016 Long-term	Goals Short-term (1 Year) Goal	Long-term				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first	who transfer private and o Histor 2012-2013 380 Math Year ' rst-time stud year Histor	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates	ar institution, niversities (No 2014-2015 400 aplete 6 units	2015-2016 2015-347 and attempt 2015-2016	any math or English i Historical G 2015-2016 Short-term	Goals 2015-2016 Long-term	Goals Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first	who transfer private and o Histor 2012-2013 380 Math Year rst-time stud year Histo	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates	r institution, niversities (No 2014-2015 400 nplete 6 units	2015-2016 347 and attempt	any math or English i Historical G 2015-2016 Short-term (1 Year) Goal	Goals 2015-2016 Long-term	Goals Short-term (1 Year) Goal	Long-term				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first 2011-2012 33.5	who transfer private and o Histor 2012-2013 380 Math Year ' rst-time stud year Histo 2012-2013 36.0	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates 2013-2014 43.9	2014-2015 400 4014-2015 400 4014-2015 48.6	2015-2016 2015-347 and attempt 2015-2016	any math or English i Historical G 2015-2016 Short-term (1 Year) Goal	Goals 2015-2016 Long-term	Goals Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first 2011-2012 33.5 22. Transfer-level The percentage of fi	who transfer private and o Histor 2012-2013 380 Math Year 7 rst-time stud year Histor 2012-2013 36.0 Math Year 2 rst-time stud	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates 2013-2014 43.9 2 (Optional) ents who con	ar institution, niversities (No. 2014-2015 400 Applete 6 units 48.6	2015-2016 347 and attempt 2015-2016 N/A	any math or English i Historical G 2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	Goals 2015-2016 Long-term (6 Years) Goal	Goals Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal %				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first 2011-2012 33.5	who transfer private and o Histor 2012-2013 380 Math Year 4 rst-time stud year Histor 2012-2013 36.0 Math Year 2 rst-time stud year 4 rst-time stud year 4 rst-time stud year 9 rst-time stud or second year 9 rst-time stud year 9 rst-time 9 rst-time stud year 9 rst-time 9	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates 2013-2014 43.9 2 (Optional) ents who con	ar institution, niversities (No. 2014-2015 400 Applete 6 units 48.6	2015-2016 347 and attempt 2015-2016 N/A	any math or English i Historical G 2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Goals Short-term (1 Year) Goal (goal for 2017-2018) %	Long-term (6 Years) Goal %				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first 2011-2012 33.5 22. Transfer-level The percentage of fi	who transfer private and o Histor 2012-2013 380 Math Year 4 rst-time stud year Histor 2012-2013 36.0 Math Year 2 rst-time stud year 4 rst-time stud year 4 rst-time stud year 9 rst-time stud or second year 9 rst-time stud year 9 rst-time 9 rst-time stud year 9 rst-time 9	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates 2013-2014 43.9 2 (Optional) ents who con ar	ar institution, niversities (No. 2014-2015 400 Applete 6 units 48.6	2015-2016 347 and attempt 2015-2016 N/A	any math or English in Historical Control Short-term (1 Year) Goal (goal for 2016-2017)	Goals 2015-2016 Long-term (6 Years) Goal In their first year	Goals Short-term (1 Year) Goal (goal for 2017-2018) %	Long-term (6 Years) Goal %				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first 2011-2012 33.5 22. Transfer-level The percentage of fi	who transfer private and o Histor 2012-2013 380 Math Year 4 rst-time stud year Histor 2012-2013 36.0 Math Year 2 rst-time stud year 4 rst-time stud year 4 rst-time stud year 9 rst-time stud or second year 9 rst-time stud year 9 rst-time 9 rst-time stud year 9 rst-time 9	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates 2013-2014 43.9 2 (Optional) ents who con ar	ar institution, niversities (No. 2014-2015 400 Applete 6 units 48.6	2015-2016 347 and attempt 2015-2016 N/A	any math or English i Historical G 2015-2016 Short-term (1 Year) Goal (goal for 2016-2017) any math or English i Historical G 2015-2016 Short-term	2015-2016 Long-term (6 Years) Goal in their first year Goals	Short-term (1 Year) Goal (goal for 2017-2018) who complete a transfer Goals Short-term	Long-term (6 Years) Goal % er-level course				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first 2011-2012 33.5 22. Transfer-level The percentage of fi	who transfer private and o Histor 2012-2013 380 Math Year 4 rst-time stud year Histor 2012-2013 36.0 Math Year 2 rst-time stud year 4 rst-time stud year 4 rst-time stud year 9 rst-time stud or second year 9 rst-time stud year 9 rst-time 9 rst-time stud year 9 rst-time 9	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates 2013-2014 43.9 2 (Optional) ents who con ar	ar institution, niversities (No. 2014-2015 400 Applete 6 units 48.6	2015-2016 347 and attempt 2015-2016 N/A	any math or English i Historical G 2015-2016 Short-term (1 Year) Goal (goal for 2016-2017) any math or English i Historical G 2015-2016	2015-2016 Long-term (6 Years) Goal in their first year Goals 2015-2016 Long-term	Goals Short-term (1 Year) Goal (goal for 2017-2018) who complete a transfer Goals Short-term (1 Year) Goal	Long-term (6 Years) Goal %				
Number of students including CSU, UC, 2011-2012 448 21. Transfer-level The percentage of fi in math in their first 2011-2012 33.5 22. Transfer-level The percentage of fi in math in their first	who transfer private and o Histor 2012-2013 380 Math Year first-time stud year Histor 2012-2013 36.0 Math Year 2012-2013 46.0 Math Year 2013 46.0	to a four-yea ut-of-state ur ical Counts 2013-2014 407 1 (Optional) ents who con rical Rates 2013-2014 43.9 2 (Optional) ents who con ar rical Rates	2014-2015 400 applete 6 units	2015-2016 347 and attempt 2015-2016 N/A	any math or English i Historical G 2015-2016 Short-term (1 Year) Goal (goal for 2016-2017) any math or English i Historical G 2015-2016 Short-term (1 Year) Goal	2015-2016 Long-term (6 Years) Goal in their first year Goals 2015-2016 Long-term	Goals Short-term (1 Year) Goal (goal for 2017-2018) who complete a transfer Goals Short-term (1 Year) Goal	Long-term (6 Years) Goal % er-level course Long-term				

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 English in their first year

	Histo	rical Rates			Historical G	ioals	Goals	
					2015-2016			
					Short-term	2015-2016	Short-term	
					(1 Year) Goal	Long-term	(1 Year) Goal	Long-term
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	(goal for 2016-2017)	(6 Years) Goal	(goal for 2017-2018)	(6 Years) Goal

4	42.6	38.5	38.7	41.5	N/A	%	%
4. Transfer-l	evel Engli	sh 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 English in their first or second year

i	Goals		Historical G	Historical Rates					
		2015-2016							
	Short-term	2015-2016	Short-term						
(1 Year) Goal Long-term		. 5	(1 Year) Goal						
(6 Years) Goal	(goal for 2017-2018)	(6 Years) Goal	(goal for 2016-2017)	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	
%	%			66.5	66.5	65.5	66.7	67.3	

25. Number of Low-unit Certificates (Optional)

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

	Histor	ical Counts			Historical G	ioals	Goal	S
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)		(/	Long-term (6 Years) Goal
113	158	197	213	212				

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 Goals** Goals 2015-2016 2015-2016 Short-term Short-term (1 Year) Goal Long-term (1 Year) Goal Long-term 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 (goal for 2016-2017) (6 Years) Goal (goal for 2017-2018) (6 Years) Goal 2.7 2.7 2.9 2.9 3.3

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

The number of CDCP certificates awarded

	Histor	ical Counts			Historical G	Soals	Goals			
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	Long-term	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal		
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

	Goals	Goals	Historical G		Historical Rates						
Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	2015-2016 Long-term	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012			
%	%			N/A	N/A	21.2	14.7	11.5			

College Accreditation Status Indicators

29. Accreditation Status (Required)

ACCJC accreditation status

Historical Status										Historical Goals			Goal	ls			
									2015-2016								
										Short-term	2015-2016		Short	-term			
July	Feb	July	Feb	July	Feb	July	Feb	July	Feb	(1 Year) Goal	Long-term		(1 Year)	Goal		Long	-term
2011	2012	2012	2013	2013	2014	2014	2015	2015	2016	(goal for 2016-2017)	(6 Years) Goal	(go	al for 2017-	2018)		(6 Years)	Goal
FA-W	FA-SR/RA	FA-N	FA-N	FA-N		FA-N	•	F	A-N	₩							

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 Terr WD: Accreditation W FA-RS: Fully Accred	/ithdrawn		y the accredit	ing agency a	after July 2015)			
IA: Initial Accreditati	on							
Next Accreditation V		ination						
Term Spring 2017	▼							
College Fiscal Via	bility Indic	ators						
30. Full-Time Equ	ivalent Stud	dents (Optio	onal)					
Annual number of fu	-		s		Historical C	e a la	Caala	
	Histor	ical Counts			Historical G 2015-2016	ioais	Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
9,334.6	9,328.7	9,386.1	9,546.1	8,543.4	(304.10.20102011)	(c rours) cour	(304:10:20:12:0)	(6 16416) 6641
aspect of our st baselines year o	e Student A oal focused of 3, 14, or 15 al hosen	con unprepared to the name of	d students or arrative box b Rate (Scor l of increa Our initia	basic skills below, note we ecard) - U sing Score tives on a	which Inprepared for Collicard SPAR rates by	y at least 2 equisite rem	.5% over the ediation, multiple	
32. Optional Colle College may self-ide and provide short-te	ntify an indic	ator related to			n the indicator s counts, percentages	s, or rates.		
								2
33. Noncredit Coll College may self-ide	•		o noncredit s	tudents. Brie	efly explain the indicat	or		

and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.

Yes Thas your college developed, adopted, and publicly posted the goals framework pursuant to the requirements of Education Code section 84754.6?