

Previously Set Goal    New Goals Required    New Goals Optional

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	65.5	68.8	66.7	64.2	63.7	63.9		67.70		75.00	
Goals						67.7					

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	40.4	39	37	38.1	37.1	37.2		41.20		50.00	
Goals						39.7					

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	47.9	47.5	45.9	45.6	45	44.1		49.44		58.33	
Goals						47.8					

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	24.2	27.4	28.5	31.4	29.1	31.5		34.50		45.00	
Goals						34.84					

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	44	45.7	45.3	46.3	43.3	46.1		52.30		70.00	
Goals						50					

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	20.8	18.6	22.3	12	21.2	21.8					
Goals						18.8					

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	49.9	50.2	49.1	50.7	50.5	48.3		55.10		65.00	
Goals						54.1					

**17. Successful Course Completion (Datamart) (Required)**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	62.9	64	67.4	67.7	66.8	68.5		69.53		75.00	
Goals						72					

**18. Completion of Degrees (Datamart) (Optional)**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	977	997	1269	1396	1356	1417					
Goals						1536					

**19. Completion of Certificates (Datamart) (Optional)**

	Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Goals				

College Governance Indicators

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		2016-2017	2017-2018	2021-2022	2022-2023
Actuals	173	180	203	210	246	170					
Goals						217					
<b>20. Transfers to 4-year Institutions (Datamart) (For Information Only)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		2016-2017	2017-2018	2021-2022	2022-2023
Actuals		782	741	788	760	711					
Goals											
<b>21. Transfer Level Math (Year 1) (Optional)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals		31.1	29.3	33.7	31.6						
Goals											
<b>22. Transfer Level Math (Year 2) (Optional)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals		39	43.8	41.2	46.7	43.3					
Goals											
<b>23. Transfer Level English (Year 1) (Optional)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals		50.2	51.1	56.6	51.4						
Goals											
<b>24. Transfer Level English (Year 2) (Optional)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals		68.6	67.5	68.7	72.4	71					
Goals											
<b>25. Number of Low Unit Certificates (Optional)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	0	0	0	0	0	0					
Goals											
<b>26. Median Time to Degree (Optional)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals		4.7	4.3	4.3	4.7	4.3					
Goals											
<b>27. Number of CDCP Awards (Optional)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals	0	0	0	0	0	0					
Goals											
<b>28. CTE Skills Builder (Optional)</b>											

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		Short Term Goal 2016-2017	Short Term Goal 2017-2018	Long Term Goal 2021-2022	Long Term Goal 2022-2023
Actuals		11	21.4	32.2							
Goals											

## Definitions for Student Performance and Outcomes Metrics

**Completion Rate** – The percentage of first-time students with a minimum of 6 units earned who attempted any math or English during the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or Credit Certificate (Chancellor’s Office approved).
- Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC).
- Achieved “Transfer Prepared” (students who successfully completed 60 UC/CSU transferable units with a GPA greater than or equal to a 2.0).

Completion Rate is reported for the overall cohort, as well as for cohorts of prepared and unprepared students, which is based on the lowest level of attempted math or English.

**Remedial Progress Rate (Math, English, ESL)** – The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math, and successfully completed a college-level course in math within six years.
- English, and successfully completed a college-level course in English within six years.
- ESL, and successfully completed a college-level ESL course or a college-level English course within six years.

**Transfer-Level Achievement Math/English (Year 1 and Year 2)** – The percentage of first-time students who completed 6 units and attempted any math or English in their first year and:

- Math Year 1, completed a transfer-level course in math in their first year.
- Math Year 2, completed a transfer-level course in math in their first two years.
- English Year 1, completed a transfer-level course in English in their first year.
- English Year 2, completed a transfer-level course in English in their first two years.

**Career Technical Education (CTE) Skills Builder** – The median percentage change in wages for students who completed higher level CTE coursework in a given year in any program or field 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.

**Career Technical Completion Rate (CTE)** – The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C), and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or Credit Certificate (Chancellor’s Office approved).

Email questions to [InstEffect@cccco.edu](mailto:InstEffect@cccco.edu)

4/11/17

- Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC).
- Achieved “Transfer Prepared” (students who successfully completed 60 UC/CSU transferable units with a GPA greater than or equal to a 2.0).

**Completion of Degrees/Certificates** – Number of Associate Degrees or Certificates completed in an academic year. Chancellor's Office approved awards are Associate of Arts, Associate of Science, Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units.

**Number of Low-Unit Certificates** – The number of certificates less than 18 units awarded (non-Chancellor's Office approved).

**Number of Career Development and College Preparation Awards** – The number of CDCP certificates awarded.

**Successful Course Completion** – the percentage of students who earn a grade of “C” or better or “credit” in the fall term.

**Median Time to Degree** – 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.

**Transfers to Four-Year Institutions** – Number of students who transfer to a four-year institution, including CSU, UC, private, and out of state universities.

## Frequently Asked Questions about the 2017 IEPI Indicator Portal

---

### 1. How have the indicators required for goal setting changed over time?

There were four *required* indicators in 2015 and four were added for 2016 (for a total of 8). There are no new required indicators for 2017. The indicators are as follows:

INDICATOR	2015	2016	2017
Course Completion Rate	Required	Required	Required
Accreditation Status	Required	Required	Required
Fund Balance	Required	Required	Required
Overall Compliance: Fiscal, State and Federal	Required		
Fiscal Audit		Required	Required
State Compliance		Required	Required
Federal Compliance		Required	Required
Required College Choice (basic skills or unprepared students)		Required	Required
Optional College Choice (any measure)		Required	Required

### 2. How do the Required College Choice, Optional College Choice, and Optional Noncredit College Choice indicators vary?

For Required College Choice, colleges **MUST** choose and set goals on one student achievement measure related to (1) basic skills OR (2) unprepared students. Please choose a metric from the optional indicators already listed on the portal.

For Optional College Choice, colleges **MAY** set a goal on whatever measure they choose. They may use their own measure or something from CCCCCO data sources. If colleges choose not to provide such a measure, they will set goals only on the remaining 7 indicators.

For Optional Noncredit College Choice, colleges **MAY** set a goal on whatever noncredit measure they choose. They may use their own measure or something from CCCCCO data sources. If colleges choose not to provide such a measure, they will set goals only on the remaining 7 indicators.

### **3. How does goal setting vary for 2017?**

In 2016, colleges and districts were required to set both short-term (1 year) and long-term (6 years) goals for each of the indicators identified in the table above. This requirement does not change for 2017 as there are no new goal setting requirements.

### **4. When setting one-year and six-year goals, what is the exact timeline to look at?**

One-year goals refer to the year immediately following the current year. So, for example, for the Spring 2017 goal setting process, the one-year course completion rate goal will be for Fall 2017 and the Scorecard metrics goals will be for the 2018 Scorecard. Six-year goals, then, refer to Fall 2022 (course completion) and the 2023 Scorecard, respectively.

### **5. When is the deadline for submitting goals to the CCCC?**

Both long-term and short-term goals must be certified and sent to the Chancellor's Office by June 15, 2016.

### **6. How aspirational should colleges be in goal setting?**

The goals should be aspirational. *Colleges will not be judged on whether they reach their goals. These indicators are to act as a tool for colleges to start a discussion about where they might have problems or be able to improve. For example:*

Using the state compliance indicator, the description on the portal is "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)." The options are "yes" or "no." Because goals are aspirational, most colleges will probably answer "yes" for this goal. Of course, colleges will have to decide for themselves what is appropriate in each case.

### **7. The Scorecard data is not in the portal. How can colleges move forward with shared governance processes and approval of goals?**

There are two ways that colleges can address this issue. First, as of January 31, 2017, institutional researchers at all colleges and districts have access to draft data for 2017 Scorecard. Those researchers can be contacted for the relevant data.

- 8.** Second, while colleges will not have final Scorecard data until March 30, they can develop goals based on percentage increases instead of raw number increases. For example, if a college has a short-term goal of increasing course completion rate 2% in the short-term and 5% in the long-term, they can move those relative goals through the approval process. Once the Scorecard data is available, they simply calculate the approved goal based on the raw data. If, on March 30, they find their previous course completion rate was 68%, they would enter a rate of 70% for their short-term goal and 73% for their long-term goal.

### **How should colleges choose the optional indicator(s)?**

The optional college choice indicators (open and noncredit) can be anything the colleges choose as long as they are measurable. Colleges could choose a metric from the Scorecard or Data Mart or something else. Perhaps college researchers do a yearly campus climate survey of underrepresented students and the college would like to see an increase in the percentage of students who feel they are “strongly supported” at their institution. That question from the survey could be used. Goals must be set as counts, percentages, or rates.

### **9. How do colleges/districts save the data they enter?**

Changes are automatically saved as they are entered. There is no “save” button.

### **10. I do not see a certification button. Where is it?**

The certification button has not yet appeared because there is a “validation before certification” mechanism built into the Indicators Portal, which only allows the certification button to appear once the district and all of the colleges (if you are in a multi-college district) have set all of the short and long-term goals required. Once the district and colleges have set all of the required goals, the user will be prompted to certify via a certification button. The certification button is gray and it will be located at the top left corner of the screen. The certification button reads, “Certify All District and College Goal Details.” Once clicked, the certification button will direct you to the certification form.