## College/District Indicator | Brief Definition
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**Student performance and outcomes**
Completion Rate (Scorecard): | Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.  
- College-Prepared | Student’s lowest course attempted in Math and/or English was college level  
- Unprepared for College | Student’s lowest course attempted in Math and/or English was pre-collegiate level  
- 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 2013-14 who started first time in 2008-09 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
  - Math | See above  
  - English | See above  
  - ESL | See above
Career Technical Education Rate (Scorecard) | Percentage of students tracked for six years through 2013-14 who started first time in 2008-09 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 2013-14.
Completion of degrees (Datamart) | Number of associate degrees completed in 2013-14
Completion of certificates (Datamart) | Number of Chancellor’s Office-approved certificates completed in 2013-14
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 2013-14.  
  - Metric dependent upon external variables (UC and CSU transfer admission policy) and therefore collected as information. Colleges would NOT be expected to identify a goal.

### Accreditation Status
- Latest ACCJC action:  
  - Reaffirmed  
  - Warning  
  - Probation  
  - Show Cause  
  - Restoration

### Fiscal viability and programmatic compliance with state and federal guidelines
- 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
- Audit Findings | Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement

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In year one, three years of baseline trend data would be prepopulated and sent to each college by the Chancellor's Office. Each college would use a collegial consultation process to set goals (short term and long term) for the subsequent year and return a spreadsheet to the Chancellor's Office with the goals in June.