



2016 Institutional Effectiveness Dashboards



APRIL 2016

2016 GOALS DASHBOARD

IE Indicator	Page #	Link to Other Reports	IE REPORT YEAR					Institution-set standard	Target goal by 2015-2016
			2012	2013	2014	2015	2016		
STUDENT PERFORMANCE AND ACHIEVEMENT									
1.1 Fall-to-Fall Persistence Rate	10	NA	76.2%	78.1%	73.2%	75.2%	74.0%	71.8%	75.0%
1.5 Transfer Rate	17	NA	51.9%	47.0%	47.4%	44.8%	Not yet available	47.0%	Remain Steady
1.8 Course Success Rate	24	IEPI 1	68.3%	68.8%	68.3%	68.1%	68.0%	64.9%	70.0%
1.15 Basic Skills Course Improvement Rate	39	NA	71.5%	71.5%	71.9%	74.0%	71.5%	66.7%	73.0%
1.16 Basic Skills Success in College Course Rate - English	42	IEPI 3b SC 5	42.6%	43.7%	42.8%	41.8%	46.6%	41.3%	50.1%
1.17 Basic Skills Success in College Course Rate - Math	45	IEPI 3a SC 4	28.2%	29.2%	28.7%	26.7%	27.8%	26.7%	31.2%
1.18 Basic Skills Success in College Course Rate - ESL	48	IEPI 3c SC 6	61.7%	62.1%	58.7%	65.7%	50.7%	50.7%	TBD
1.20 CTE Completion Rate	53	IEPI 4 SC 7	53.7%	51.0%	48.5%	46.9%	49.3%	47.4%	TBD
FISCAL VIABILITY									
3.3 Fund Balance	78	IEPI 9	17.2%	10.9%	7.6%	9.9%	9.1%	5.0%	TBD

Definitions and Defined Cohort Years: Goals

1.1: Enrolled in credit course in subsequent fall term anywhere in CCC / First-time freshmen completed 6 units. The IE report year 2016 describes the performance of the Fall 2013 cohort.

1.5: Transferred to any four-year institution within 6 years / First-time freshmen completed 12 units & attempted transfer-level English or math. The IE report year 2015 describes the performance of the 2008-2009 cohort. The data for the 2009-2010 cohort is not yet available.

1.8: A, B, C, CR, P grades / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades. The IE report year 2016 describes the course success rates in Fall 2014.

1.15: Successfully completed higher level course within 3 years / Began English, math, or ESL sequence and successfully completed course 2 or more levels below transfer. The IE report year 2015 describes the performance of the 2011-2012 cohort.

1.16: Successfully completed degree-applicable English writing course within 6 years / Began English sequence in basic skills. The IE report year 2016 describes the performance of the 2009-2010 cohort.

1.17: Successfully completed degree-applicable math course within 6 years / Began math sequence at least 2 courses below transfer. The IE report year 2016 describes the performance of the 2009-2010 cohort.

1.18: Successfully completed degree-applicable ESL or English course within 6 years / Began ESL sequence in basic skills. The IE report year 2016 describes the performance of the 2009-2010 cohort.

1.20: Earned certificate or AA/AS, transferred, or achieved transfer prepared status within 6 years / First-time freshmen completed 8 units in a single 2-digit TOP code where at least one course is SAM coded A-C during first three years of enrollment. The IE report year 2015 describes the performance of the 2009-2010 cohort.

3.3: Fund balance (including designated reserves) / total expenditures and transfers

INNOVATIVE AND RESPONSIVE ACADEMIC DASHBOARD

IE Indicator	Page #	Link to Other Reports	IE REPORT YEAR					Institution-set Standard
			2012	2013	2014	2015	2016	
PROGRESS AND ACHIEVEMENT								
1.2 Degrees Awarded	13	IEPI 5	1,243	1,225	1,207	1,434	2,222	1,459
1.3 Certificates Awarded	14	IEPI 6	1,397	1,505	1,373	1,528	1,515	1,325
1.4 Transfers to Public 4-Years	15	IEPI 7	2,063	2,176	1,913	2,059	2,269	1,800
1.6 Completion Rate	20	IEPI 2 SC 1	50.5%	51.5%	48.2%	48.4%	50.2%	47.3%
1.7 Semesters to Associate Degree Completion	22	NA	7.79	7.78	8.16	8.71	9.83*	NA
INSTITUTIONAL LEARNING OUTCOMES								
1.9 Personal Attributes ILO #1 Mastery Rate	27	NA	86.8%	86.5%	85.4%	85.2%	85.8%	82.7%
1.10 Analytic & Comm Skills ILO #2 Mastery Rate	29	NA	85.7%	84.8%	83.3%	83.1%	85.1%	81.0%
1.11 Applied Social Know & Val ILO #3 Mastery Rate	31	NA	86.3%	85.9%	86.2%	86.7%	86.4%	81.8%
1.12 Applied Know & Val of Phys World ILO #4 Mastery Rate	33	NA	86.1%	86.0%	86.0%	85.3%	88.3%	80.8%
1.13 Authentic Engagement ILO #5 Mastery Rate	35	NA	NA	NA	88.7%	87.2%	90.6%	84.4%
BASIC SKILLS								
1.14 Basic Skills Course Success Rate	37	NA	57.1%	56.9%	55.1%	54.3%	52.9%	53.0%
CAREER TECHNICAL EDUCATION (CTE)								
1.19 CTE Course Success Rate	51	NA	70.8%	71.4%	72.5%	72.6%	71.5%	66.4%
1.21 Registered Nursing License Exam Pass Rate	56	ACCJC	94.4%	96.4%	98.2%	87.0%	100%	90.9%
1.22 Respiratory Therapy License Exam Pass Rate	57	ACCJC	92.3%	96.0%	100%	100%	97.2%	91.3%
1.23 Cosmetology License Exam Pass Rate	58	ACCJC	92.4%	85.8%	86.7%	84.2%	89.1%	84.8%
DISTANCE EDUCATION								
1.24 Distance Learning Course Success Rate Gap	59	NA	5.3%	4.1%	3.0%	0.2%	2.1%	<=5.8%
1.25 Distance Learning Course Retention Rate Gap	61	NA	6.5%	5.1%	4.4%	3.0%	3.0%	<=7.1%
CURRICULAR INITIATIVES								
1.26 % Students Enrolled in Sustainability Courses	63	NA	61.2%	63.4%	66.9%	65.4%	71.5%	NA
1.27 % Students Enrolled in Global Courses	64	NA	NA	NA	NA	78.3%	64.7%	NA
RESPONSE TO COMMUNITY NEEDS								
1.28 SMMUSD Graduates to SMC Rate	65	NA	30.1%	30.2%	33.1%	31.9%	30.1%	NA
1.29 Geographic Area HS Graduates to SMC Rate	66	NA	21.9%	20.0%	21.5%	21.0%	19.7%	NA

* Includes auto-awards

Definitions and Defined Cohort Years: Innovative and Responsive Academic

- 1.2: # Associate Degrees awarded. The IE report year 2016 describes degrees awarded in 2014-2015.
- 1.3: # career certificates awarded (does not include departmental certificates). The IE report year 2016 describes certificates awarded in 2014-2015.
- 1.4: # transferred to UC or CSU institution. The IE report year 2016 describes students who transferred in 2014-2015.
- 1.6: Transferred to a four-year institution, earned a certificate or AA/AS, or achieved transfer prepared status (completed 60 UC/CSU transferable units with 2.0 GPA or higher) within 6 years / First-time freshmen completed 6 units during first three years of enrollment with C/P or better & attempted any math or English course in first three years. The IE report year 2016 describes the performance of the 2009-2010 cohort.
- 1.7: Average # fall and spring semesters from first fall/spring semester to last spring semester (including first and last) to degree completion. Only includes students who began and completed all of their coursework at SMC. The IE report year 2016 describes students who earned a degree in 2014-2015.
- 1.9: Assessed as "mastered" SLO mapped to ILO #1 / Total SLO assessments in ILO #1. The IE report year 2016 describes the SLO mastery rates in Fall 2015.
- 1.10: Assessed as "mastered" SLO mapped to ILO #2 / Total SLO assessments in ILO #2. The IE report year 2016 describes the SLO mastery rates in Fall 2015.
- 1.11: Assessed as "mastered" SLO mapped to ILO #3 / Total SLO assessments in ILO #3. The IE report year 2016 describes the SLO mastery rates in Fall 2015.
- 1.12: Assessed as "mastered" SLO mapped to ILO #4 / Total SLO assessments in ILO #4. The IE report year 2016 describes the SLO mastery rates in Fall 2015.
- 1.13: Assessed as "mastered" SLO mapped to ILO #5 / Total SLO assessments in ILO #5. The IE report year 2016 describes the SLO mastery rates in Fall 2015.
- 1.14: A, B, C, CR P grades in basic skills English, ESL, and math courses / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades in basic skills English, ESL, and math courses. The IE report year 2016 describes the course success rates in 2014-2015.
- 1.19: A, B, C, CR P grades in courses with SAM code A, B, C, or D / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades in courses with SAM code A, B, C, or D. The IE report year 2016 describes the course success rates in 2014-2015.
- 1.21: Passed NCLEX exam on first attempt / Earned an RN associate degree at SMC. The IE report year 2016 describes the 2014-2015 performance.
- 1.22: Passed CRT exam on first attempt / Earned a respiratory therapy associate degree at SMC/ELAC. The IE report year 2016 describes the 2015 calendar year performance.
- 1.23: Pass events / Test (Cosmetology, Esthetician, and Manicuring written and practical) event by student who completed cosmetology coursework at SMC. The IE report year 2016 describes the 2015 calendar year performance.
- 1.24: Difference between course success rates in distance learning and on-ground classes for same courses. The IE report year 2016 describes the course success rates in 2014-2015.
- 1.25: Difference between course retention rates in distance learning and on-ground classes for same courses. The IE report year 2016 describes the course retention rates in 2014-2015.
- 1.26: Enrolled in credit course identified as sustainability related or focused / Credit student. The IE report year 2016 describes the enrollment of Fall 2015 students.
- 1.27: Enrolled in credit course identified as global related or focused / Credit student. The IE report year 2016 describes the enrollment of Fall 2015 students.
- 1.28: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public HS in SMMUSD. The IE report year 2015 describes the performance of the graduating senior class of 2014.
- 1.29: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public/charter HS within 10 miles of SMC main campus zip code (90405). The IE report year 2015 describes the performance of the graduating senior class of 2014.

SUPPORTIVE LEARNING DASHBOARD

IE Indicator	Page #	Link to Other Reports	IE REPORT YEAR					Trend (Prior to Current Year)
			2012	2013	2014	2015	2016	
2.1 First-time Freshmen Orientation	68	SSSP	100%	100%	100%	100%	96.1%	↓
2.2 First-time Freshmen Assessment Rate	69	SSSP	100%	100%	100%	100%	98.3%	↓
2.3 First-time Freshmen Education Plan Rate	70	SSSP	NA	NA	NA	NA	62.4%	NA
2.4 Percentage of Students Receiving Financial Aid	71	NA	40.4%	46.1%	51.2%	53.8%	53.7%	↓
2.5 Student-Counseling Ratio	73	SC	NA	NA	373:1	361:1	330:1	↓
2.6 Percentage of Students on Probation/Disq.	74	NA	12.6%	13.5%	13.7%	13.6%	14.1%	↑

LEGEND:

- ↑ = indicates that the value in 2016 reported year is higher than the value in the prior year
- ↓ = indicates that the value in the 2016 reported year is lower than the value in the prior year
- NA = indicates that there was no data collected for the reported year

Definitions and Defined Cohort Years: Supportive Learning

- 2.1: Completed online orientation within 1 year of enrollment / Credit first-time freshmen not exempted from initial orientation services. The IE report year 2016 describes students who were first-time freshmen in Fall 2014.
- 2.2: Completed assessment (including SMC placement, challenge exam, prior completion of coursework, advanced placement exam, or other college's placement) within 1 year of enrollment / Credit first-time freshmen not exempted from initial assessment testing services. The IE report year 2016 describes students who were first-time freshmen in Fall 2014.
- 2.3: Completed an abbreviated and/or comprehensive education plan within 1 year of enrollment / Credit first-time freshmen not exempted from developing an education plan. The IE report year 2016 describes students who were first-time freshmen in Fall 2014.
- 2.4: Received BOG enrollment fee waivers, grants, loans, scholarships, and/or work-study / Enrolled in credit course. The IE report year 2016 describes students who were credit students in 2014-2015.
- 2.5: Student headcount / Counseling faculty FTE (excluding EOPS & DSPS student and counseling FTE). The IE report year 2016 describes the student-counseling ratio in Fall 2014.
- 2.6: On probation/disqualification / Credit students. The IE report year 2016 describes students enrolled in Fall 2015.

STABLE FISCAL AND SUPPORTIVE COLLEGIAL DASHBOARD

IE Indicator	Page #	Link to Other Reports	FISCAL YEAR					Trend (Prior to Current Year)
			2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
3.1 Annual Operating Excess/(Deficiency) (\$)	76	IEPI 11	2,618,741	(8,840,473)	(4,616,562)	3,450,969	(190,202)	↓
3.2 Cash Balance (\$)	77	IEPI 12	17,561,926	15,248,105	35,967,135	24,252,853	37,648,157	↑
3.4 Salary & Benefits	79	IEPI 10	89.5%	88.0%	89.5%	89.0%	89.4%	↑
3.5 Non-Resident Tuition Revenue/Intensive Engl (\$)	80	NA	21,387,129	24,544,282	24,731,024	27,182,917	31,065,989	↑
			FALL TERM					
			2011	2012	2013	2014	2015	
3.6 WSCH/FTEF	81	NA	635.00	629.23	619.53	603.94	599.59	↓

LEGEND:

- ↑ = indicates that the value in 2016 reported year is higher than the value in the prior year
- ↓ = indicates that the value in the 2016 reported year is lower than the value in the prior year

Definitions – Stable Fiscal

- 3.1: Actual revenues and transfers (-) Actual expenditures with one-time items (general fund balance)
- 3.2: Unrestricted and restricted general fund cash balance, excluding investments
- 3.4: Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
- 3.5: Fees paid by international and out-of-state residents and Intensive English Program students
- 3.6: Sum of class contact hours per week per student in each class section / Sum of weekly teaching load or FTEF

SUSTAINABLE PHYSICAL DASHBOARD

IE Indicator	Page #	Link to Other Reports	FISCAL YEAR					Trend (Prior to Current Year)
			2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
4.1 Electricity Usage (kWh) by Sq. Foot	83	NA	12.84	13.76	12.59	12.38	11.81	↓
4.2 Gas Usage (BTU) by Sq. Foot	84	NA	25,859	21,855	15,567	13,899	11,409	↓
4.3 Average Vehicle Ridership (AVR) - Employees	85	NA	1.47	1.53	1.51	1.52	1.51	↓
4.4 Average Vehicle Ridership (AVR) - Students	86	NA	NA	NA	2.59	2.47	2.64	↑

SUPPORTIVE COLLEGIAL DASHBOARD

IE Indicator	Page #	Link to Other Reports	ACADEMIC YEAR					Trend (Prior to Current Year)
			2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
5.1 Institutional Objectives Completion Rate	88	MPE	78.6%	81.8%	100%	100%	70.0%	↓

LEGEND:

- ↑ = indicates that the value in 2016 reported year is higher than the value in the prior year
- ↓ = indicates that the value in the 2016 reported year is lower than the value in the prior year

Definitions – Sustainable Physical

- 4.1 Annual electricity usage in kilowatt-hour (kWh) by the gross square footage from space inventory (not including space that does not meter electricity)
- 4.2 Annual natural gas usage in British Thermal Unit (BTU) by the gross square footage from space inventory (not including space that does not use or meter gas)
- 4.3 Employees worked per week day in survey week / Vehicles used to commute to work per week day in survey week
- 4.4 Students traveling to campus in survey week during peak hours / Vehicles used to commute to campus during peak hours per week day in survey week

Definitions - Supportive Collegial

- 5.1 Institutional objectives in the SMC Master Plan for Education that is “Completed” or “Substantially Completed” / Institutional objectives in the SMC Master Plan for Education. The IE report year 2016 describes the objectives completed in the 2014-2015 Master Plan for Education.

2016 SANTA MONICA COLLEGE STUDENT SUCCESS SCORECARD (SC)

Metric	Link to Other Reports	Cohort Year					Statewide 2009-2010
		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
1. Completion	IE 1.6 IEPI 2	50.5%	51.5%	48.2%	48.4%	50.2%	47.1%
2. Persistence	NA	67.4%	68.7%	71.8%	71.1%	76.0%	73.4%
3. 30 Units	NA	67.0%	68.5%	67.5%	68.1%	70.4%	67.6%
4. Remedial Progress - Math	IE 1.17 IEPI 3a	28.2%	29.2%	28.7%	26.7%	27.8%	32.7%
5. Remedial Progress – English	IE 1.16 IEPI 3b	42.6%	43.7%	42.8%	41.8%	46.6%	45.4%
6. Remedial Progress - ESL	IE 1.18 IEPI 3c	61.7%	62.1%	58.7%	65.7%	50.7%	28.6%
7. Career Technical Education	IE 1.20 IEPI 4	53.7%	51.0%	48.5%	46.9%	49.3%	51.4%
8. Career Development & College Preparation	NA	NA	7.2%	7.6%	7.0%	7.4%	NA
Metric	Link to Other Reports	2012-2013					Statewide 2012-2013
9. (New) Skills builder	NA	+14.8%					+13.6%

Definitions – Student Success Scorecard

SC 1: Transferred to a four-year institution, earned a certificate or AA/AS, or achieved transfer prepared status (completed 60 UC/CSU transferable units with 2.0 GPA or higher) within 6 years / First-time freshmen completed 6 units during first three years of enrollment with C/P or better & attempted any math or English course in first three years.

SC 2: Attempted a credit course in the first three primary semester terms, completed degree or certificate, and/or transferred to a four-year institution / First-time freshmen completed 6 units during first three years of enrollment with C/P or better & attempted any math or English course in first three years.

SC 3: Earned at least 30 units anywhere in the CCC system / First-time freshmen completed 6 units during first three years of enrollment with C/P or better & attempted any math or English course in first three years.

SC 4: Successfully completed degree-applicable math course within 6 years / Began math sequence at least 2 courses below transfer.

SC 5: Successfully completed degree-applicable English writing course within 6 years / Began English sequence in basic skills.

SC 6: Successfully completed degree-applicable ESL or English course within 6 years / Began ESL sequence in basic skills. The IE report year 2016 describes the performance of the 2009-2010 cohort.

SC 7: Earned certificate or AA/AS, transferred, or achieved transfer prepared status within 6 years / First-time freshmen completed 8 units in a single 2-digit TOP code where at least one course is SAM coded A-C during first three years of enrollment

SC 8: Transferred to a four-year institution, earned a certificate or AA/AS, or achieved transfer prepared status (completed 60 UC/CSU transferable units with 2.0 GPA or higher) within 6 years / Enrolled in two or more CDCP courses and completed 4 or more positive attendance hours in each of these two courses

SC 9: Annual inflation adjusted median percentage change in earnings (1 year before to 1 year after) for students in the cohort. The cohort consisted of students who completed 0.5 units during a given academic year with SAM code A-C, did not enroll anywhere in the system, earn an award, or transfer the following academic year, and did not fail any CTE coursework in the year of enrollment.

Santa Monica College
2015-2016 Institutional Effectiveness Partnership Initiative (IEPI)
Framework of Indicators

May 3, 2016

Introduction

The Institutional Effectiveness Partnership Initiative (IEPI) is a state-wide initiative designed to advance institutional effectiveness at California community colleges. The initiative was an outcome of recently enacted legislation (Senate Bill 860, 2014-15 Higher Education Trailer Bill) aimed to reduce the number of accreditation sanctions and audit findings at local colleges, to increase student access and success, and to ultimately improve institutional effectiveness at colleges. Pursuant to Education Code section 84754.6, the Board of Governors (BOG) adopted a framework of indicators. A framework of indicators help the system and local colleges monitor the ongoing conditions of a college's operational environment. The legislation requires that colleges develop, adopt, and post a goals framework.

Framework of Indicators

The framework of indicators monitors a college's performance in four areas:

- 1) Student performance and outcomes
- 2) Accreditation status
- 3) Fiscal viability
- 4) Compliance with state/federal guidelines

For the second year of implementation (2015-2016), the legislation is requiring that colleges set and adopt a goal for five indicators by June 15, 2016:

1. Course Completion Rate
2. Accreditation Status
3. Fund Balance
4. Overall Audit Opinion
5. College choice – any metric in the “Student Performance and Outcomes” area

The definitions for the indicators can be found here: <https://misweb.cccco.edu/ie/Documentation.aspx>

Data and Goals

The following framework presents historical trend data for Santa Monica College's performance on the IEPI indicators. Goals were established for course completion rate, accreditation status, fund balance, overall audit opinion, remedial math (college choice), and remedial English (college choice).

Many of the indicators on the IEPI framework correspond to existing indicators on the internal SMC dashboard. A notation is made in the “link to other reports” column in cases where IEPI indicators overlap with metrics on the SMC dashboard (IE) and the state's accountability system, Student Success Scorecard (SC).

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE (IEPI) FRAMEWORK OF INDICATORS

Student Performance and Outcomes												
Link to other reports	Indicator	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Goal					
IE 1.8	1. Successful Course Completion	Percentage of Fall term credit course enrollments where students earned a grade of C or better					68.3	68.8	68.3	68.1	68.0	70.0
IE 1.6 SC 1	2. Completion Rate	Percentage of degree, certificate, and/or transfer seeking students starting first timetracked for six years who completed a degree, certificate, or transfer related outcome					75.8	75.6	74.1	74.0	75.0	NA
	a. College Prepared	Student's lowest course attempted in Math and/or English was college level					38.4	40.8	37.2	36.8	38.8	NA
	b. Unprepared for College	Student's lowest course attempted in Math and/or English was pre-collegiate level					50.5	51.5	48.2	48.4	50.2	NA
	Overall	Student attempted any level of Math or English in the first three years					28.2	29.2	28.7	26.7	27.8	31.2
IE 1.16-1.18 SC 4-6	3. Remedial Rate	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline					42.6	43.7	42.8	41.8	46.6	50.1
	a. Math						61.7	62.1	58.7	65.7	50.7	NA
	b. English											
	c. ESL											
IE 1.20 SC 7	4. Career Technical Education Rate	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education in a single discipline who completed a degree or certificate or transferred					53.7	51.0	48.5	46.9	49.3	NA
IE 1.2	5. Completion of Degrees	Number of associate degrees completed					1,243	1,229	1,207	1,434	2,222	NA
IE 1.3	6. Completion of Certificates	Number of Chancellor's Office approved certificates completed					1,397	1,505	1,373	1,528	1,515	NA
IE 1.4	7. Transfers to 4-year Institutions	Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities					2,766	2,793	2,590	2,606	3,107	NA
Accreditation Status												
	Indicator	July 2010	July 2011	July 2012	July 2013	July 2014	Goal					
NA	8. Accreditation Status	Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action					Reaffirmed	No action	No action	No action	No action	Reaffirm
Fiscal Viability												
	Indicator	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Goal					
IE 3.3	9. Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures					17.2	10.9	7.6	9.9	9.1	5.0
IE 3.4	10. Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures					89.5	88.0	89.5	89.0	89.4	NA
IE 3.1	11. Annual Operating Excess/(Deficiency)	Net increase or decrease in general fund balance					2,618,741	(8,840,473)	(4,616,562)	3,450,969	(190,202)	NA
IE 3.2	12. Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments					17,561,926	15,248,105	35,967,135	24,525,853	37,648,157	NA
NA	13. Full-time Equivalent Students	Annual number of full-time equivalent status					26,828.2	25,393.8	25,106.9	25,461.1	26,048.0	NA

District Programmatic Compliance with State and Federal Guidelines Indicators

Indicator	2014-2015	Goal
14. Audit Findings – Audit Opinion Financial Statement	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 weakness or significant deficiencies) Yes	Unmodified
15. Audit Findings – State Compliance	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 weakness or significant deficiencies) Yes	Unmodified
16. Audit Findings – Federal Award/Compliance	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 weakness or significant deficiencies) Yes	Unmodified

The data for the IEPI framework of indicators were obtained from the California Community Colleges Chancellor's Office Institutional Effectiveness website (<http://misweb.cccco.edu/ie>).