

Cosumnes River College:

Strategic Plan Indicators of Achievement, 2017-2018

In the tables below, you will find a summary of the Cosumnes River College Indicators of Achievement for the 2017-2018 academic year (*Year 1* of our Strategic Plan). These indicators help us understand how well we are achieving the goals of our Strategic Plan and the Los Rios Community College District Strategic Plan.

Area 1: Access and Success							
Indicator of Achievement	Baseline	Goal	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the number of students enrolling directly after high school from 1774 in fall, 2015 to 2027 in fall 2020.	1774	2027	1792				
Increase the percentage of first-time freshman on guided pathways to 70% by fall, 2020.	13.0%	70.0%	13.0%				
Increase the fall-to-spring persistence rate from 62.9% in 2015-16 to 64.3% in 2020-21	62.9%	64.3%	62.7%				
Increase the percentage of first-time freshman in fall who complete 30 or more units by the end of their first year to above the current rate of 1.6% by 2020-21.	1.6%	Above 1.6%	2.6%				
Increase the 150% (three year) completion rate from 16.2% in 2014-15 to 20.3% in 2019-20.	16.2%	20.3%	22.3%				
Increase the underprepared Scorecard completion rate from 35.1% in 2015-16 to 39.6% or higher in 2020-21.	35.1%	39.6%	34.1%				
Increase the prepared Scorecard completion rate from 65.3% in 2015-16 to 70.3% or higher in 2020-21.	65.3%	70.3%	62.4%				
Area 2: Equity							

Indicator of Achievement	Goal	Year 1	Year 2	Year 3	Year 4	Year 5
The percentage of students that enroll after applying within each demographic group will be above 80% of the overall percentage of students that enroll after applying in fall, 2020.	No groups below 80%	Not Achieved				
All student groups will be above 80% of the College's fall course success rate in 2020-2021.	No groups below 80%	Not Achieved				
All student groups will be above 80% of the College's degree/certificate completion rate in 2020-2021.	No groups below 80%	Not Achieved				
All student groups will be above 80% of the College's transfer rate in 2020-2021.	No groups below 80%	Not Achieved				
All student groups will be above 80% of the overall basic skills progression rates in math, English, and ESL in 2020-2021.	No groups below 80%	Not Achieved				
The demographic proportions for newly hired faculty, staff, and administrators will be within 80% of the demographic proportions for the student population at CRC in fall, 2020.	No groups below 80%	Not Achieved				

Area 3: Teaching and Learning

Indicator of Achievement	Baseline	Goal	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the fall course success rate from 65.4% in fall 2015 to 68.9% in fall 2020	65.4%	68.9%	68.5%				
Increase the number of employees participating in one or more instructional professional development opportunities by the 2020-21 academic year.	71.4%	Above 71.4%	71.4%				
Increase the number of employees participating in one or more culturally relevant professional development opportunities by spring 2020-21	43.8%	Above 43.8%	43.8%				

Increase the percentage of first-time freshman on guided pathways to 70% by fall 2020.	13.0%	70.0%	13.0%				
Increase the Student-Faculty Interaction benchmark score , as measured by the Community College Survey of Student Engagement (CCSSE), from 45.1 in 2015-16 to 50.1 by 2020-21.	45.1	Above 45.1	No Survey				

Area 4: Workforce Development

Indicator of Achievement	Baseline	Goal	Year 1	Year 2	Year 3	Year 4	Year 5
Increase reported employer satisfaction by the 2020-21 academic year.	4.47	Higher than 4.47	4.47				
Increase the median earnings change for skills builders to above the current increase of 16.4% by 2020-21, as measured by the Scorecard Skills Builder Metric.	16.4%	Above 16.4%	33.3%				
Increase the Scorecard CTE Completion Rate from 49.8% in 2015-16 to 52.7% or higher in 2020-21.	49.8%	52.7%	51.2%				
Increase enrollment in CTE courses from 7837 in 2015-16 to at least 8576 in 2020-21.	7837	8576	7749				
Increase enrollment in work experience courses and courses with a practicum requirement by 2020-21.	560	Above 560	415				

Area 5: Learning and Working Environment

Indicator of Achievement	Baseline	Goal	Year 1	Year 2	Year 3	Year 4	Year 5
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Increase employee satisfaction by 5% as measured by the biennial District Employee Satisfaction Survey to be conducted in spring 2017, 2019, 2021.	70.5%	75.5%	70.5%				
Improve utility usage by the 2020-21 academic year, as measured by an indicator to be developed with assistance from District Office.	58.0%	Above 58%	58.0%				
Increase the number of employees who participate in one or more professional development offerings by the 2020-21 academic year.	78.1%	More than 78.1%	78.1%				
Increase the number of online professional development opportunities by the 2020-21 academic year.	10	More than 10	10				

Groups below 80% for Each Area 2 Indicator

	Indicator of Achievement	Year 1	Year 2	Year 3	Year 4	Year 5
Area 2: Equity	The percentage of students that enroll after applying within each demographic group will be above 80% of the overall percentage of students that enroll after applying in fall, 2020.	One (1) Group: 1) Other Non-White				
	All student groups will be above 80% of the College's fall course success rate in 2020-2021.	Two (2) Groups: 1) African American 2) Foster Youth				
	All student groups will be above 80% of the College's degree/certificate completion rate in 2020-2021	Five (5) Groups: 1) Foster Youth 2) African American 3) Students with disabilities 4) Pacific Islander 5) Multi-Race				
	All student groups will be above 80% of the College's transfer rate in 2020-2021	Five (5) Groups: 1) Students with disabilities 2) Foster Youth 3) African American 4) Hispanic/Latinx 5) Veteran				
	All student groups will be above 80% of the overall basic skills progression rates in math, English, ESL in 2020-2021.	Four (4) Groups: 1) African American (English) 2) African American (Math) 3) Foster Youth (Math) 4) Low-Income (Math)				
	The demographic proportions for newly hired faculty, staff, and administrators will be within 80% of the demographic proportions for the student population at CRC in fall, 2020.	Five (5) Groups: 1) African American 2) Hispanic/Latino 3) Male 4) Native American 5) Other Non-White				

Appendix

Indicator Definitions and Goal Setting Methods

Area1: Access and Success

1. Number of students enrolling directly after high school

a. Definition: The number of new students enrolled at CRC with no prior enrollment in the District (aside from Advanced Education) with a reported last high school attendance date between January 1st and the first date of instruction for fall.

b. Goal Setting Method: A standard deviation for this metric was calculated from fall 2011 to fall 2015. This standard deviation was multiplied by 1.96 and added to the fall 2015 value.

2. Percentage of first-time freshman on guided pathways

a. Definition: Students will be classified as on a guided pathway if they are first-time new at CRC in the fall with no prior experience in the District (aside from Advanced Education) and they fall into one of three categories:

- i. *The Certificate Path:* Students who in their first term (1) declare a major and the goal of earning a certificate, (2) complete a comprehensive educational plan, and (3) enroll in at least 3 units in the same 2 digit CIP code as their major.
- ii. *The Two Year Path:* Students who in their first term (1) declare a major and have an educational goal of degree/transfer, (2) complete a comprehensive educational plan, (3) enroll in math AND English, and (4) enroll in at least 15 units.
- iii. *The Three Year Path:* Students who in their first term (1) declare a major and have an educational goal of degree/transfer, (2) complete a comprehensive educational plan, (3) enroll in math OR English, and (4) enroll in 6 to 14.9 units.

b. Goal Setting Method: The goal for this metric was set on the basis of projected growth in the first year experience program (FYE). Students

who satisfy the criteria of the FYE program will necessarily fall into one of the three categories for this metric. The goal of the college is to get 70% of new students to participate in FYE, and therefore, the goal for this metric is also 70%.

3. Fall-to-spring persistence rate

a. Definition: The percentage of students enrolled in a given fall term that enroll again in the following spring.

b. Goal Setting Method: A standard deviation for this metric was calculated from fall 2011-12 to 2015-16. This standard deviation was multiplied by 1.96 and added to the 2015-16 value.

4. 150% (three year) completion rate:

a. Definition: The percentage of new degree/transfer seeking students enrolled in a given fall term with no enrollment prior to summer in the District (aside from Advanced Education) who: Complete a degree or certificate in their first three years, transfer to a 4 year institution in their first three years, and/or achieve transfer-prepared status – 60 transferable units with at least a 2.0 overall GPA – within their first three years. A student is defined as degree/transfer seeking if they complete at least 6 units and attempt a math or English course in their first three years.

b. Goal Setting Method: The standard deviation for this metric was calculated for cohorts ending their third year from 2010-11 to 2014-15. A goal was then calculated by adding 1.96 standard deviations from the cohort ending its third year in 2014-15. Due to the timing of strategic planning at CRC, data was not yet available for goal setting on the cohort ending its third year in 2015-2016.

5. Underprepared Scorecard completion rate:

a. Definition: The Scorecard is a set of metrics publicly derived by the California Community Colleges Chancellor's Office (CCCCO). The completion rate is calculated based on a cohort of first-time freshman starting within a given

Appendix

Indicator Definitions and Goal Setting Methods

year. To be included in this cohort, a student has to be new (have no other record of attending college) and complete at least 6 units and attempt a math or English course in their first three years. The completion rate is the percentage of students in the cohort that complete a degree/certificate, transfer, and/or reach transfer prepared status within six years. Official CCCO definitions can be found at:

<https://scorecard.cccco.edu/scorecard.aspx>

- b. Goal Setting Method:** The standard deviation for this metric was calculated from 2011-12 to 2015-16. A goal was set by adding 1.96 standard deviations from the 2015-16 year.
- 6. Prepared Scorecard Completion:**
 - a. See Unprepared Scorecard Completion.

Area 2: Equity

- 1. Percentage of students that enroll after applying**
 - a. Definition:** The percentage of applicants for fall who subsequently enroll in fall. This rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and interest in DSPS. The rate for each group will be divided by the overall rate and multiplied by 100 to yield a percentage. For example, if 40% of all applicants enrolled and 35% enrolled from a specific group, the resulting percentage would be $35/40 \times 100$ or 87.5% of the overall rate.
 - b. Goal Setting Method:** This goal was derived from a CCCCO recommendation and a federal standard for determining disproportionate impact. If a particular group achieves an outcome (e.g., enrollment, completion, etc.) at 80% of the group with the highest rate, then that group is considered to be disproportionately impacted. In this case, however, rather than use the highest group value, the 80% rule is applied with respect to the college average/overall value. This is because the college average is more representative of the entire population of students.
- 2. Course Success Rate:**
 - a. Definition:** The percentage of successful grades (A, B, C, or P) out of all enrollments that resulted in a grade (including W's; See Goal 3, Indicator 1 for a more in depth definition). The success rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status. The rate for each group will be divided by the college average and multiplied by 100 to yield a percentage.
 - b. Goal Setting Method:** See percentage of students that enroll after applying.
- 3. Degree/Certificate Completion Rate:**
 - a. Definition:** The proportion of new transfer/degree seeking students in fall with no enrollment prior to summer in the District (aside from Advanced Education) who complete a degree/certificate. A student is defined as transfer/degree seeking if they complete at least six units and attempt a math or English in their first three years. This rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status. The rate for each group will be divided by the college average and multiplied by 100 to yield a percentage.
 - b. Goal Setting Method:** See percentage of students that enroll after applying.
- 4. Transfer Rate:**
 - a. Definition:** The proportion of new transfer/degree seeking students in fall with no enrollment prior to summer in the District (aside from Advanced Education) who transfer or achieve transfer prepared status. A student is defined as transfer/degree seeking if they complete at least six units and attempt a math or English in their first three years. Transfer prepared status is obtained when a student earns 60 transferable units and maintains an

Appendix

Indicator Definitions and Goal Setting Methods

overall GPA of 2.0. This rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status. The rate for each group will be divided by the college average and multiplied by 100 to yield a percentage.

- b. Goal Setting Method:** See percentage of students that enroll after applying.
- 5. Basic skills progression rates in math, English, ESL:**
 - a. Definition:** The percentage of students who attempt a basic skills course in English (ENGWR 42/58), Math (MATH 20, 30, 100, 101, or 102) or ESL (ESLW, ESLR, ESLL 20, 30, or 40) for the first time in fall who then attempt a transfer level course in the same subject area within three years. These rates will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status. The rate for each group will be divided by the college average and multiplied by 100 to yield a percentage.
 - b. Goal Setting Method:** See percentage of students that enroll after applying.
- 6. Proportions for newly hired faculty, staff, and administrators:**
 - a. Definition:** The demographic proportions (gender/ethnicity) for newly hired faculty, staff and administrators for an entire academic year. Each demographic proportion will be divided by the corresponding proportion within the fall student headcount and multiplied by 100 to yield a percentage. For example, if 30% of newly hired staff/faculty/administrators were white and the representation students who are white in the fall headcount was 20%, then the resulting proportion would be 150%.
 - b. Goal Setting Method:** See percentage of students that enroll after applying.

Area 3: Teaching and Learning

- 1. Basic skills progression rates in math, English, ESL:**
 - a. Definition:** The percentage of successful enrollments in the fall term. An enrollment is counted if a student received an A, B, C, D, F, P, NP, I*, IPP, INP, FW, W, or DR (any post census grade). A successful enrollment is counted if a student received an A, B, C, P, IA, IB, IC, or IPP. For this indicator, the calculation is effectively the number of A, B, C, or P grades divided by the number of A, B, C, D, F, P, NP, or W grades. This is because grades like I*, IPP, INP, FW, DR, IA, IB, or IC do not appear within CRC's data in the Los Rios PeopleSoft database in recent years. Note that this is the official definition of course success rate as defined by the California Community Colleges Chancellor's Office (CCCCO).
 - b. Goal Setting Method:** A standard deviation for this metric was calculated from fall 2011 to fall 2015. This standard deviation was multiplied by 1.96 and added to the fall 2015 value.
- 2. Number of employees participating in one or more instructional professional development opportunities:**
 - a. Definition:** During fall of a given academic year, the number of faculty who attend an instructional professional development opportunity. This number will be collected through an annual professional development survey and presented as a percentage of faculty survey respondents.
 - b. Goal Setting Method:** At the time of goal setting, there were no trend data to inform a specific goal for this metric. Therefore, the goal was set as a non-specific increase over a baseline in 2017-18 after developing a system of tracking.
- 3. Number of employees participating in one or more culturally relevant professional development opportunities:**

Appendix

Indicator Definitions and Goal Setting Methods

- a. **Definition:** During fall of a given academic year, the number of unduplicated employees who attend a professional development opportunity designed to improve cultural competence and equity. This number will be collected through an annual professional development survey. The number will be presented as a percentage of all survey respondents.
 - b. **Goal Setting Method:** At the time of goal setting, there were no trend data to inform a specific goal for this metric. Therefore, the goal was set as a non-specific increase over a baseline in 2017-18 after developing a system of tracking.
4. **The percentage of first-time freshman on guided pathways:**
- a. See definition of this indicator under Access and Success.
5. **Student-Faculty Interaction benchmark score:**
- a. **Definition:** This metric is derived from six questions in the Community College Survey of Student Engagement (CCSSE). Students respond to these questions on a four-point scale (4 - Very often, 3 - Often, 2 - Sometimes, 1 - Never). The six questions are: Used e-mail to communicate with an instructor; Discussed grades or assignments with an instructor; Talked about career plans with an instructor or advisor; Discussed ideas from your readings or classes with instructors outside of class; Received prompt feedback (written or oral) from instructors on your performance; Worked with instructors on activities other than coursework. The responses from these questions, valuing 1 to 4, are then converted to numbers between 0 and 1 and averaged for each student. These average scores are then standardized using all CCSSE responses for the last three years. A weighted benchmark average is then calculated for the college. This weighted average is calculated in order to correct for the fact that full-time students are more likely to be sampled

(because they take more classes than part-time students).

- b. **Goal Setting Method:** There are no trend data to inform a specific goal for this metric. Therefore, the district CCSSE goal was adopted to improve alignment between Strategic Plan indicators.

Area 4: Teaching and Learning

1. **Reported employer satisfaction:**
 - a. **Definition:** Employer satisfaction is measured by a survey administered to employers in the Work Experience program. Students are rated on several five point scales by employers. This measure consists of the average rating on all scales for students participating in the Work Experience in Summer/Fall/Spring.
 - b. **Goal Setting Method:** There were no trend data for goal setting at the time of development. Therefore, the goal was set as a non-specific increase over first year of measurement.
2. **Median earnings change for skills builders:**
 - a. **Definition:** The median percentage change in wages for students who completed at least .5 units of coursework in a year (with at least some units in clearly occupational coursework), did not fail any occupation coursework, and were not enrolled anywhere in the system the following academic year. Wages are corrected for inflation. Official CCCO definitions can be found at: <https://scorecard.cccco.edu/scorecard.aspx>
 - b. **Goal Setting Method:** At the time of goal setting, there were no trend data for this indicator. Therefore, the goal was set as a non-specific increase over the first year of measurement (2015-2016; the 2012-2013 cohort).
3. **Scorecard CTE Completion Rate:**

Appendix

Indicator Definitions and Goal Setting Methods

- a. **Definition:** 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 clearly occupation discipline and who achieved any of the following outcomes within six years of entry: Complete a degree or certificate; Transfer to a 4 year institution; Or achieve transfer-prepared status – 60 transferable units with at least a 2.0 GPA. Official CCCO definitions can be found at: <https://scorecard.cccco.edu/scorecard.aspx>
 - b. **Goal Setting Method:** The standard deviation for this metric was calculated from 2011-12 to 2015-16. A goal was set by adding 1.96 standard deviations to the 2015-16 year.
4. **Enrollment in CTE Courses:**
- a. **Definition:** The number of enrollments in CTE programs for an entire academic year (summer, fall, and spring). CTE Programs include: AGB, AH, ANSC, ADT, ARCH, AMT, BIT, CONST, CAM, SONOG, EMT, FT, HIT, HORT, MEDA, NUTRI, PHARM, PLTS, VT, WELD, and WEXP.
 - b. **Goal Setting Method:** The standard deviation for this metric was calculated from 2011-12 to 2015-16. A goal was set by adding 1.96 standard deviations to the 2015-16 year.
5. **Enrollment in work experience courses and courses with a practicum requirement:**
- a. **Definition:** The number of enrollments in a full academic year for practicum required courses: SONOG 215, 225, 235, and 255; HIT 170; MEDA 140; PHARM 410 and 420; or work experience courses.
 - b. **Goal Setting Method:** An evaluation of trend data revealed that there was a notably small standard deviation in enrollment for work experience and practicum requirement courses - suggesting that this metric may be resistant to change. Therefore, the goal was set as a non-specific increase over the baseline year of 2015-2016.

Area 5: Working/Learning Environment

1. **Employee Satisfaction:**
- a. **Definition:** The percentage of surveyed employees who agree or strongly agree with the statement that "I am satisfied with my job in the district" on the District biennial Employee Satisfaction Survey.
 - b. **Goal Setting Method:** There are no trend data to inform a specific goal for this metric. Therefore, the district goal of a 5% increase was adopted to improve alignment between indicators.
2. **Employee Satisfaction:**
- a. **Definition:** The percentage of electricity usage accounted for by green energy.
 - b. **Goal Setting Method:** At the time of goal setting, there were no trend data to inform a specific goal for this metric. Therefore, the goal was set as a non-specific increase over a baseline in 2017-18 after developing a system of tracking.
3. **Number of employees who participate in one or more professional development offerings:**
- a. **Definition:** During fall of a given academic year, the number of employees who attend a professional development opportunity offered at the College. This number will be collected through an annual professional development survey and reported as a percentage of survey respondents.
 - b. **Goal Setting Method:** At the time of goal setting, there were no trend data to inform a specific goal for this metric. Therefore, the goal was set as a non-specific increase over a baseline in 2017-18 after developing a system of tracking.
4. **Number of employees who participate in one or more professional development offerings:**

Appendix

Indicator Definitions and Goal Setting Methods

- a. **Definition:** The number of online professional development opportunities offered by CRC during an entire academic year.
- b. **Goal Setting Method:** At the time of goal setting, there were no trend data to inform a specific goal for this metric. Therefore, the goal was set as a non-specific increase over a baseline in 2017-18 after developing a system of tracking.