

Cosumnes River College:

Strategic Plan Indicators of Achievement, 2018-2019

In the tables below, you will find a summary of the Cosumnes River College Indicators of Achievement for the 2018-2019 academic year (*Year 2* 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. Note some data elements have not yet been released, and therefore, the Year 2 data will be empty for some indicators.

Area 1: Access and Success							
Indicator of Achievement	Baseline	Goal	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the percentage of EGUSD students enrolling directly after high school from 24.3% in fall, 2015 to 27.2% in fall 2020.	24.3%	27.2%	25.3%				
Increase the percentage of first-time freshman on guided pathways to 70% by fall, 2020.	13.0%	70.0%	13.0%	25.4%			
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%	62.5%			
Increase the fall-to-spring persistence rate for new students from 74.0% to 75.8% by 2020-21.	74.0%	75.8%	74.1%	74.3%			
Increase the percentage of first-time students in fall who complete 30 or more units by the end of their first year to above the current rate of 4.9% by 2020-21. ¹	4.9%	Above 4.9%	5.1%	5.5%			
Increase the 150% (three year) completion rate from 17.2% in 2014-15 to 21.7% in 2019-20. ²	17.2%	21.7%	22.9%	20.1%			

¹ Data for this metric, including baseline and goal, has changed since the last report. The indicator definition was updated to align more with a guided pathways framework. See the Appendix for definitions.

² Data for this metric, including baseline and goal, has changed since the last report. Higher quality transfer data is now being used to calculate the 150% completion rate.

Increase the number of students earning an associate degree (as reported by the CCCCO Student Success Metrics) from 715 to 840.	715	840	715	776			
Increase the number of students earning a certificate (as reported by the CCCCO Student Success Metrics) from 154 to 209.	154	209	154	186			
Increase the number of students earning an associate degree for transfer (as reported by the CCCCO Student Success Metrics) from 275 to 371.	275	371	275	345			
Increase the number of transfers (as reported by the CCCCO Student Success Metrics) from 1033 to 1296.	1033	1296	1033	1020			
Decrease the number of units earned upon degree completion (as reported by the CCCCO Student Success Metrics) from 91 to 86.	91	86	91	92			
Increase the percentage of students completing transfer-level English in their first year from 22.6% in 2015-2016 to 31.9% in 2020-2021.	22.6%	31.9%	36.3%	41.1%			
Increase the percentage of students completing transfer-level math in their first year from 9.0% in 2015-2016 to 10.4% in 2020-2021.	9.0%	10.4%	9.7%	16.4%			

Area 2: Equity

Indicator of Achievement						
The percentage of students that enroll after applying within each group will not be 3 percentage points below the overall rate for all students in fall, 2020.	Demographic	Fall 2017	Fall 2018			
	African American	-6.3%	-6.5%			
	Asian	0.8%	1.7%			
	DSPS Interest	0.6%	-3.6%			
	Female	-3.2%	-2.6%			
	Filipino	9.4%	11.4%			

First Generation	-4.8%	-2.9%
Foster Youth	-3.3%	-10.6%
Hispanic/Latino	3.2%	2.4%
Low-Income	-4.6%	-4.5%
Male	4.3%	3.4%
Native American	-4.8%	-4.7%
Other Non-White	-23.0%	-16.1%
Pacific Islander	-7.2%	-4.7%
Veteran	5.5%	-7.1%
White	0.5%	-0.1%

All student groups will not be more than 3% below the overall **course success rate** in fall, 2020.

Demographic	Year 1	Year 2
African American	-16.2%	-13.8%
Asian	7.6%	6.7%
Female	0.7%	1.2%
Filipino	6.0%	3.6%
First Generation	-0.4%	-1.0%
Foster Youth	-18.2%	-16.4%
Hispanic/Latino	-3.9%	-3.9%
Low-Income	-2.2%	-2.0%
Male	-0.8%	-1.6%
Multi-Race	-4.6%	-3.9%
Native American	-6.2%	-1.7%
Other Non-White	4.9%	3.4%
Pacific Islander	-8.2%	-3.3%
Reported Disability	0.2%	-2.3%
Veteran	-1.0%	1.7%
White	4.9%	4.5%

All student groups will not be more than 3% below the overall **degree/certificate completion rate** in 2020-2021.

Demographic	2017-2018	2018-2019
African American	-5.7%	-0.3%
Asian	1.9%	0.4%
Female	0.9%	1.8%
Filipino	2.7%	0.8%
First Generation	-0.2%	0.2%
Foster Youth	-7.7%	-7.8%
Hispanic/Latino	-0.3%	0.7%
Low-Income	-0.5%	-0.2%
Male	-1.1%	-1.6%
Multi-Race	-1.7%	-2.3%

Pacific Islander	-3.0%	-7.8%
Reported Disability	-5.4%	-3.4%
Veteran	1.8%	-1.3%
White	0.8%	0.0%

All student groups will not be more than 3% below the overall **transfer rate** in 2020-2021.

Demographic	2017-2018	2018-2019
African American	-9.1%	-6.0%
Asian	4.7%	5.5%
Female	1.7%	0.9%
Filipino	6.1%	0.2%
First Generation	-2.4%	-6.4%
Foster Youth	-14.7%	-14.0%
Hispanic/Latino	-5.0%	-3.9%
Low-Income	-3.5%	-2.2%
Male	-1.8%	-1.1%
Multi-Race	0.2%	-2.5%
Pacific Islander	2.7%	-13.4%
Reported Disability	-17.7%	-9.7%
Veteran	-3.0%	-9.0%
White	4.0%	4.3%

All student groups will not be more than 3% below the overall **first year transfer-level English completion rate** in 2020-2021.

Demographic	Year 1	Year 2
African American	-20.5%	-11.2%
Asian	7.8%	3.8%
Female	2.8%	5.3%
Filipino	12.0%	9.9%
First Generation	-4.2%	-4.8%
Foster Youth	-17.0%	-22.6%
Hispanic/Latino	-3.4%	0.3%
Low-Income	-5.7%	-4.8%
Male	-2.5%	-5.4%
Multi-Race	-4.5%	-0.4%
Native American	-6.3%	-1.1%
Pacific Islander	-13.2%	2.2%
Reported Disability	-12.5%	-8.1%
Veteran	4.2%	-4.8%
White	8.3%	-1.3%

All student groups will not be more than 3% below the overall **first year transfer-level math completion rate** in 2020-2021.

Demographic	Year 1	Year 2
African American	-7.6%	-6.5%
Asian	10.5%	7.1%
Female	-0.7%	1.7%
Filipino	1.9%	10.5%
First Generation	-3.1%	-4.2%
Foster Youth	-8.5%	-13.5%
Hispanic/Latino	-4.9%	-2.7%
Low-Income	-1.1%	-3.1%
Male	0.9%	-1.6%
Multi-Race	0.1%	-2.6%
Native American	-9.7%	-6.4%
Pacific Islander	-9.7%	-3.0%
Reported Disability	-4.4%	-5.1%
Veteran	-7.0%	-2.7%
White	0.6%	-1.5%

All student groups will not be more than 3% below the overall **three-year transfer-level ESL completion rate** in 2020-2021.

Demographic	Year 1	Year 2
Asian	5.0%	1.6%
Female	10.0%	-0.4%
First Generation	-0.8%	-2.7%
Hispanic/Latino		-5.1%
Low-Income	-0.6%	-1.0%
Male	-15.8%	1.8%

For each demographic group **the faculty to student proportion** will change to be more representative of the student population (move closer to the value 1) at CRC by fall, 2020.

Demographic	Year 1	Year 2
African American	0.59	0.66
API	0.46	0.46
Female	1.00	0.98
Filipino	0.24	0.26
Hispanic/Latino	0.31	0.24
Male	1.04	1.07
Native American	1.09	1.02
Other Non-White	3.34	4.57
White	2.39	2.47

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%	68.9%			
Increase the percentage of faculty participating in one or more instructional professional development opportunities by the 2020-21 academic year.	71.4%	Above 71.4%	71.4%	61.9%			
Increase the percentage of employees participating in one or more culturally relevant professional development opportunities by spring 2020-21.	43.8%	Above 43.8%	43.8%	27.7%			
Increase the percentage of first-time freshman on guided pathways to 70% by fall 2020.	13.0%	70.0%	13.0%	25.4%			
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	43.3			

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 annual earnings change for exiting students who did not transfer (as reported by the CCCCO Student Success Metrics) from \$25,344 to \$26,504.	\$25,344	\$26,504	\$25,344	\$26,820			
Increase the percentage of exiting students earning a living wage (as reported by the CCCCO Student Success Metrics) from 53% to 57.5%.	53.0%	57.5%	53.0%	56.0%			

Increase enrollment in CTE courses from 7837 in 2015-16 to at least 8576 in 2020-21.	7837	8576	7749	8039			
Increase enrollment in work experience courses and courses with a practicum requirement by 2020-21.	560	Above 560	415	386			
Area 5: Learning and Working Environment							
Indicator of Achievement	Baseline	Goal	Year 1	Year 2	Year 3	Year 4	Year 5
Increase employee satisfaction by 5% as measured by the biennial District Employee Satisfaction Survey to be conducted in spring 2019 and 2021.	70.5%	75.5%	No Data				
Increase the percentage of employees who report that there are adequate opportunities for promotion by 5% , as measured by the biennial District Employee Satisfaction Survey to be conducted in spring 2019 and 2021.	29.7%	34.7%	No Data				
Increase the percentage of employees who report they feel safe in their work environment by 5% , as measured by the biennial District Employee Satisfaction Survey to be conducted in spring 2019 and 2021.	67.6%	72.6%	No Data				
Decrease paper usage by the 2020-2021 academic year.	5,759,795 Imprints	Less than 5,759,795 Imprints	5,759,795	6,086,167			
Increase the percentage 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%	79.7%			
Increase the number of online professional development opportunities by the 2020-21 academic year.	10	More than 10	10				

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Indicator Definitions and Goal Setting Methods

Area1: Access and Success

1. Percentage of Elk Grove Unified School District (EGUSD) students enrolling directly after high school

- a. **Definition:** The percentage of EGUSD graduates who attend CRC. The number of new students who report attending an EGUSD high school in the previous academic year divided by the number of EGUSD graduates in the previous academic year gathered from Dataquest (<https://data1.cde.ca.gov/dataquest/>).
- 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. Fall-to-spring persistence rate for first-time new students

- a. **Definition:** The percentage of new students with no enrollment in the district prior to summer (aside from Advanced Education) 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.

5. Percentage of first-time students in fall who complete 30 or more units by the end of their first year

- a. **Definition:** The percentage of new students with no enrollment in the district prior to summer (aside from Advanced Education) in a given fall term that complete thirty units by their first spring term. This includes units earned in advanced education and units earned in the summer prior to their first fall term.
- 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.

6. 150% (three year) completion rate:

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- 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.
- 7. Number of students earning an associate degree (as reported by the CCCCO Student Success Metrics)**
- a. Definition:** The number of students who earned an associate degree in a given year with an enrollment record in a given year or the year prior. A specific definition can be found at: <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED>
- b. Goal Setting Method:** The goal setting method was vetted through the Institutional Effectiveness Committee in Spring 2019. A standard deviation for this metric is calculated up to and including the baseline year. The standard deviation is multiplied by 1.96 and added to the baseline year to get a local goal. If the local goal is higher than the California Community College’s Chancellors Office (CCCO) goal, then the local goal is retained. If the local goal is lower, then the average of the CCCCO and the local goal is taken as the final goal.
- 8. Number of students earning a certificate (as reported by the CCCCO Student Success Metrics)**
- a. Definition:** The number of students who earned a certificate in a given year with an enrollment record in that year or the year prior. A specific definition can be found at: <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED>
- b. Goal Setting Method:** The goal setting method was vetted through the Institutional Effectiveness Committee in Spring 2019. A standard deviation for this metric is calculated up to and including the baseline year. The standard deviation is multiplied by 1.96 and added to the baseline year to get a local goal. If the local goal is higher than the California Community College’s Chancellors Office (CCCO) goal, then the local goal is retained. If the local goal is lower, then the average of the CCCCO and the local goal is taken as the final goal.
- 9. Number of students earning an associate degree for transfer (as reported by the CCCCO Student Success Metrics)**
- a. Definition:** The number of students who earned an associate degree for transfer in a given year with an enrollment record in that year or the year prior. A specific definition can be found at: <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED>
- b. Goal Setting Method:** The goal setting method was vetted through the Institutional Effectiveness Committee in Spring 2019. A standard deviation for this metric is calculated up to and including the baseline year. The standard deviation is multiplied by 1.96 and added to the baseline year to get a local goal. If the local goal is higher than the California Community College’s Chancellors Office (CCCO) goal, then the local goal is retained. If the local goal is lower, then the average of the CCCCO and the local goal is taken as the final goal.

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goal is lower, then the average of the CCCCCO and the local goal is taken as the final goal.

10. Number of transfers (as reported by the CCCCCO Student Success Metrics)

a. **Definition:** The number of students who earn at least 12 units in the community college system (some of which must be at CRC) who exited the community college system and have a valid enrollment record at a UC or CSU. A more specific definition can be found at:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED>

b. **Goal Setting Method:** The goal setting method was vetted through the Institutional Effectiveness Committee in Spring 2019. A standard deviation for this metric is calculated up to and including the baseline year. The standard deviation is multiplied by 1.96 and added to the baseline year to get a local goal. If the local goal is higher than the California Community College's Chancellors Office (CCCCO) goal, then the local goal is retained. If the local goal is lower, then the average of the CCCCCO and the local goal is taken as the final goal.

11. Number of units earned upon degree completion (as reported by the CCCCCO Student Success Metrics)

a. **Definition:** The number of units (at CRC and elsewhere) earned upon degree completion for students who earned at least 60 units. A more detailed definition can be found at:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED>

b. **Goal Setting Method:** The goal setting method was vetted through the Institutional Effectiveness Committee in Spring 2019. A standard deviation for this metric is calculated up to and including the baseline year. The standard deviation is multiplied by 1.96 and subtracted from the baseline year to get a local goal. If the local goal is lower than the California Community College's Chancellors Office (CCCCO)

goal, then the local goal is retained. If the local goal is higher, then the average of the CCCCCO and the local goal is taken as the final goal.

12. Percentage of students completing transfer-level English in their first year

a. **Definition:** The percentage of new students in fall with no experience in the district prior to summer (aside from Advanced Education) who complete transfer level English by the end of their first spring. This includes transfer-level English completed in advanced education or summer.

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.

13. Percentage of students completing transfer-level math in their first year

a. **Definition:** The percentage of new students in fall with no experience in the district prior to summer (aside from Advanced Education) who complete transfer level math by the end of their first spring. This includes transfer-level math completed in advanced education or summer.

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.

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. Additional groups will be added once data are available. The overall rate will be subtracted from the rate for each group. Groups that are more than 3% points below the

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overall rate will be highlighted in Strategic Plan report tables.

- b. Goal Setting Method:** This goal was derived from a CCCC CO recommendation (AB 504) for determining disproportionate impact.
- 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. Additional groups will be added once data are available. The overall rate will be subtracted from the rate for each group. Groups that are more than 3% points below the overall rate will be highlighted in Strategic Plan report tables.
 - 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 course in their first three years. This rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status. Additional groups will be added once data are available. The overall rate will be subtracted from the rate for each group. Groups that are more than 3% points below the overall rate will be highlighted in Strategic Plan report tables.
 - 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 course in their first three years. Transfer prepared status is obtained when a student earns 60 transferable units and maintains an overall GPA of 2.0. This rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status. Additional groups will be added once data are available. The overall rate will be subtracted from the rate for each group. Groups that are more than 3% points below the overall rate will be highlighted in Strategic Plan report tables.

- b. Goal Setting Method:** See percentage of students that enroll after applying.
- 5. First-year transfer-level English completion rate:**
 - a. Definition:** See percentage of students completing transfer-level English for definition. First-year transfer-level English completion rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status. The overall rate will be subtracted from the rate for each group. Additional groups will be added once data are available. Groups that are more than 3% points below the overall rate will be highlighted in Strategic Plan report tables.
 - b. Goal Setting Method:** See percentage of students that enroll after applying.
- 6. First-year transfer-level math completion rate:**
 - a. Definition:** See percentage of students completing transfer-level math for definition. First-year transfer-level math completion rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status. Additional groups will be added once data are available. The overall rate will be subtracted from the rate for

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each group. Groups that are more than 3% points below the overall rate will be highlighted in Strategic Plan report tables.

b. Goal Setting Method: See percentage of students that enroll after applying.

7. Three-year transfer-level ESL completion rate:

a. Definition: The percentage of new ESL students in fall with no experience in the district prior to summer (aside from Advanced Education) who complete a transfer-level ESL course in three years. This rate will be disaggregated by gender, ethnicity, veteran status, foster youth status, low-income status, and disability status.

Additional groups will be added once data are available. The overall rate will be subtracted from the rate for each group. Groups that are more than 3% points below the overall rate will be highlighted in Strategic Plan report tables.

b. Goal Setting Method: See percentage of students that enroll after applying.

8. Faculty to student proportion:

a. Definition: For a given fall term, the percentage of students in each demographic group (gender/ethnicity) compared to that of faculty. Demographic percentage for faculty will be divided by the corresponding student demographic percentage. For example, if 30% of faculty were white and the representation of students who are white in the fall headcount was 20%, then the resulting proportion would be 1.5.

b. Goal Setting Method: Given the long tenure of hired faculty, the goal was set as a modest improvement - e.g., the aforementioned proportions would move closer to the value of 1 (parity of faculty and student demographic representation).

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. Percentage of faculty participating in one or more instructional professional development opportunities:

a. Definition: During fall of a given academic year, the percentage of faculty who attend an instructional professional development opportunity. This data 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. Percentage of employees participating in one or more culturally relevant professional development opportunities:

a. Definition: During fall of a given academic year, the percentage of employees who attend a professional development opportunity designed

Area 3: Teaching and Learning

1. Course success rate:

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to improve cultural competence and equity. This data will be collected through an annual professional development survey.

- 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 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 annual earnings change for exiting students who did not transfer:**
 - a. Definition:** The median annual earnings (second quarter earnings multiplied by four) after exiting CRC without transfer. A more specific definition can be found at: <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED>
 - b. Goal Setting Method:** The goal setting method was vetted through the Institutional Effectiveness Committee in Spring 2019. A standard deviation for this metric is calculated up to and including the baseline year. The standard deviation is multiplied by 1.96 and added to the baseline year to get a local goal. If the local goal is higher than the California Community College's Chancellors Office (CCCCO) goal, then the local goal is retained. If the local goal is lower, then the average of the CCCCCO and the local goal is taken as the final goal.
- 3. Percentage of exiting students earning a living wage:**
 - a. Definition:** The percentage of students earning a living wage who did not transfer and exited CRC.

Appendix

Indicator Definitions and Goal Setting Methods

A more specific definition can be found at:

https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED#_Toc2683137

- b. Goal Setting Method:** The goal setting method was vetted through the Institutional Effectiveness Committee in Spring 2019. A standard deviation for this metric is calculated up to and including the baseline year. The standard deviation is multiplied by 1.96 and added to the baseline year to get a local goal. If the local goal is higher than the California Community College's Chancellors Office (CCCCO) goal, then the local goal is retained. If the local goal is lower, then the average of the CCCCCO and the local goal is taken as the final goal.
- 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. Percentage of employees who report that there are adequate opportunities for promotion by 5%.**
- a. Definition:** The percentage of employees who agree or strongly agree with the statement that "There are adequate opportunities for promotion" 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.
- 3. Percentage of employees who report they feel safe in their work environment by 5%.**
- a. Definition:** The percentage of employees who agree or strongly agree with the statement that "I feel personally safe in my work environment" 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.
- 4. Percentage of employees who participate in one or more professional development offerings:**

Appendix

Indicator Definitions and Goal Setting Methods

- a. Definition:** During fall of a given academic year, the percentage of employees who attend a professional development opportunity offered at the College. This data will be collected through an annual professional development survey.
 - 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.
- 5. Number of employees who participate in one or more professional development offerings:**
 - 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.