

**Student Success** We put students first, ensuring that student learning and advancement are pivotal to all we do.

	2014—2015	2015—2016	2016-2017	Institution-Set Standard	Target
Fall to Fall Persistence: <i>Full-time</i>	52%	52%	51%	46%	55%
<i>Part-time</i>	35%	33%	38%	34%	40%
<i>Student Success Scorecard Cohort</i>	66%	64%	63%		
Retention	87%	89%	88%	86%	90%
Course Success	70%	73%	73%	68%	70%
Basic Skills Course Success	62%	61%	62%	54%	65%
Online Course Success	64%	69%	69%	60%	70%
Degree Completions	452	630	498	337	695
Certificate Completions	294	228	201	162	278
Graduation Rate, first-time full-time	13%	7%	7%		
Transfer Rate	8%	5%	10%		

**Access** We value all members of our community and strive to create a diverse, nurturing, honest, and open environment.

	2014-2015	2015—2016	2016-2017	Benchmark	
				E=external, I=internal	
Headcount	6,836	7,315	8,195		
FTES (actual)	4,173	4,080	4,125		
Basic Skills Students : Credit/Non	828/1553	503/2282	489/1733		
High School Yield	31%	33%	33%	23%	E

**CR Experience** We strive to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving trust, cooperation and effective problem solving.

	Past Assessment	Recent Assessment	Benchmark	
			E=external, I=internal	
Student Satisfaction: Instruction	2012-2013 = 5.83	2016-2017 = 5.72	5.66	E
Support Services	2012-2013 = 5.29	2016-2017 = 5.61	5.50	E
Graduate Satisfaction	2015-2016 = 4.45	2016-2017 = 4.46	4.445	I
Employee Satisfaction	2009-2010 = 3.27	2014-2015 = 3.81	3.90	E

**Learning Enhancement** We are continuously engaged in assessment efforts across academic and student services in an effort to improve student learning.

	2014—2015	2015-2016	2016-2017	Target
Course outcomes assessed	24.3%	38.9%	28.9%	25%
Degree/certificate outcomes assessed	34.6%	4.5%	26.8%	25%
Student services outcomes assessed	28.1%	12.3%	25.5%	25%
General Education outcomes assessed	66.6%	66.6%	57.1%	25%

### Institutional Productivity

	2014—2015	2015-2016	2016-2017	Benchmark	
Average Class Size	18.2	16.5	15.6	16.7	I
Cancelled Classes	11.2%	6.6%	10.5%	8.7	I
Reserves as % of unrestricted fund	6.3%	6.4%	6.9%	5% minimum	E
Student-Faculty Ratio	26	25	24	25	I
Cost/FTES	\$2,383	\$2,342	\$2,435	\$2,376	I
Non-Resident FTES	5.8%	7.3%	7.2%	6.9%	I

**Community Outreach** The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

	2014—2015	2015-2016	2016-2017	Benchmark	
Community Ed/Business Training Students	1,281	1,045	1,043	1,103	I
Contract Training and grant funded students	386	226	155	231	I
Community Events Supported	91	62	53	65	I

## Definitions

### Student Success

**Fall to Fall Persistence.** Percentage of first-time students who enroll in the fall term and who returned and enrolled in the subsequent fall term. Full-Time – enrolled at first term census in 12 or more units. Part-Time – enrolled at first term census in fewer than twelve units. Scorecard Cohort – New degree and/or transfer seeking students tracked for six years through year indicated, includes CR students who enroll in any Community College in the CCC District, resulting in higher percentages.

**Retention.** The percentage of student enrolled on Census Day who remained enrolled in that course through the last day and received any grade other than a W.

**Basic Skills Success.** Students to complete a credit Basic Skills course with a passing final grade of A, B, C or P.

**Online Course Success.** The percentage of students enrolled in an online course on Census Day who complete the course with a successful grade (A, B, C, P, CR).

**Course Success.** The percentage of students enrolled in a course on Census Day who complete the course with a successful grade (A, B, C, P, CR).

### **Degree & Certificate Completion.**

The number of students receiving a degree or certificate in the specified year.

### **Graduation Rate (FTFT)**

From the Integrated Postsecondary Ed Data Systems (IPEDS). The percent of first-time, full-time degree-seeking students, tracked as a freshmen cohort, who graduate in 150% of normal time (3 years for Associates).

**Transfer to 4-year.** From the Integrated Postsecondary Ed Data Systems (IPEDS). The percent of first-time, full-time degree-seeking students, tracked as a freshmen cohort, who transfer-out in three year.

### Access

**Headcount.** The number of unique (unduplicated) students who are enrolled at Census. A single student who enrolls in several courses is counted only once.

**Full-time Equivalent Students.** One FTES represents the number of class (contact) hours participated by a full-time student over the course of a year. One FTES represents 525 contact hours.

**Basic Skills Students Served.** The number of unique (unduplicated) students who are enrolled in Basic Skills English, Math, or ESL courses. Credit = 300-level courses, non-credit = 200-level courses.

**High School Yield.** Percentage of graduates from a representative set of high schools in CR's service areas who enrolled at CR in the subsequent fall term. **Benchmark** provides the percentage of all high school graduates in California who enrolled at a California Community College. Data is from 2009, which is the most recent year available.

### CR Experience

**Student Satisfaction.** The following questions from the administration of the Student Satisfaction Inventory (SSI) were used. Ratings were given using a scale where 1 = not at all satisfied, 4 = neutral, 7 = very satisfied). Instruction question: The quality of instruction I receive in most of my classes is excellent. Student Services question: Academic support services adequately meet the needs of students. **Benchmark** provides the average satisfaction ratings from a National comparison group of Community Colleges provided by Noel-Levitz.

**Graduate Satisfaction.** The following question from the Graduate Survey were used. Ratings were given using a scale where 1 = very dissatisfied, 3 = neutral, 5 = very satisfied. "How satisfied are you that your education experience at CR measured up to your expectations?"

**Employee Satisfaction.** The following question from the Employee Satisfaction Survey. Ratings were given using a scale where 1 = not at all satisfied, 3 = neutral, 5 = very satisfied. "Rate your overall satisfaction with your employment here so far. **Benchmark** provides National comparison group average.

## Definitions

### Learning Enhancement

**SLO assessment.** The number of assessed student learning outcomes (SLOs) as a percentage of the total number of SLOs. An SLO for a course, degree/cert, general education or student service area is considered to have been assessed if an assessment report has been submitted into the online assessment tool for that SLO during the 4-year assessment cycle.

CR's policy is that at least 25% of outcomes should be assessed each academic year until all outcomes have been assessed during the cycle. A new cycle began in 2016-2017.

It is possible for years later in the 4-year cycle for which less than 25% of outcomes are assessed because more were assessed in prior years.

A repeat assessment to close-the-loop is required when a change is identified, but will not add to the number of SLOs assessed and will not increase this percentage.

### Community Outreach

**Community Education/Business Training Students.**

Includes Personal Enrichment, CR Plus, GED, Professional Development, and Business Training classes. Duplicated students — some students may be counted more than once if they enrolled in more than one class.

**Contract Training/Grant Funded Students.**

Training funded through contract with businesses or organizations for their designated students, and grant funded training. Duplicated students — some students may be counted more than once if they enrolled in more than one class.

**Community Events supported.** The number of community events offered on the campus, tracked through process of acquiring a permit.

### Institutional Productivity

**Average Class Size.** Number of students enrolled at census divided by the number of active class sections.

**Cancelled Classes.** The number of cancelled class sections divided by the total number of sections (active and cancelled) scheduled for the year.

**Reserves as % of unrestricted fund.** Ending Fund Balance as a percentage of Total Unrestricted General Fund Expenditures reported annually to the Chancellor's Office on the CCFS 311 Report.

**Student-Faculty Ratio.** Full-time equivalent students divided by full-time equivalent faculty (FTES/FTEF).

**Cost/FTES.** Instructional cost per full-time equivalent student. Based on cost per TLU.

**Non-Resident FTES.** California residency status is used to categorize full-time equivalent resident and non-resident students. Non-resident FTES represents the FTES for apportionment purposes.

### Institution-Set Standards, Targets & Benchmarks

**Institution-set standards** reflect the institution's satisfaction with the performance of student learning achievement. This is a minimum standard set by taking the minimum observed value over the past seven years.

**Target** is a measurable outcome that, when achieved, will have a meaningful positive impact on institutional effectiveness. Targets were determined by the Institutional Effectiveness Committee by evaluating trends to reach consensus on an aspirational yet achievable goal.

**External benchmarks** are defined alongside each measure.

**Internal benchmarks** were determined using a simple two-year moving average.