

KEY PERFORMANCE INDICATORS (KPI) REPORT

FOR FIRST YEAR OF STRATEGIC PLAN 2020-2025

EDITED NOVEMBER 2021

NORCO
COLLEGE

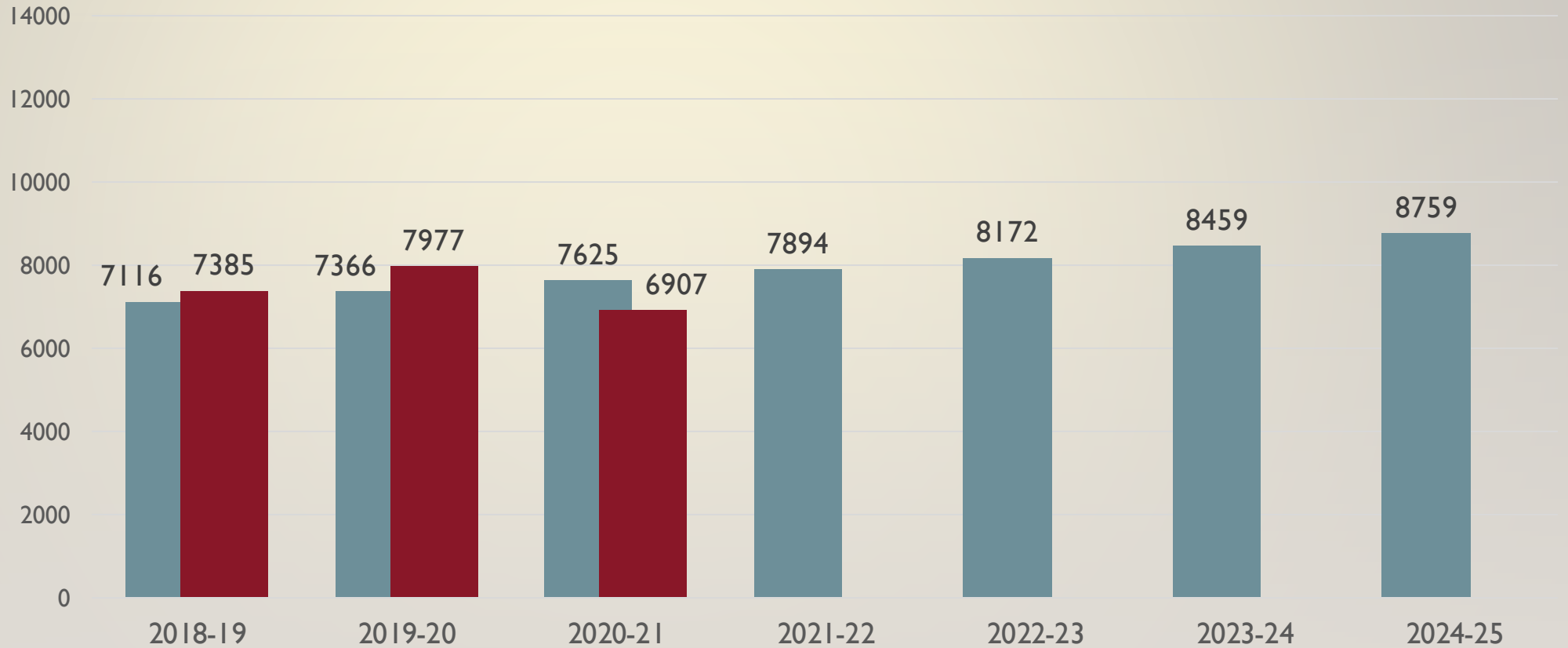
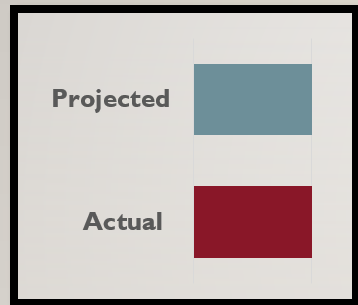


GOAL: ACCESS

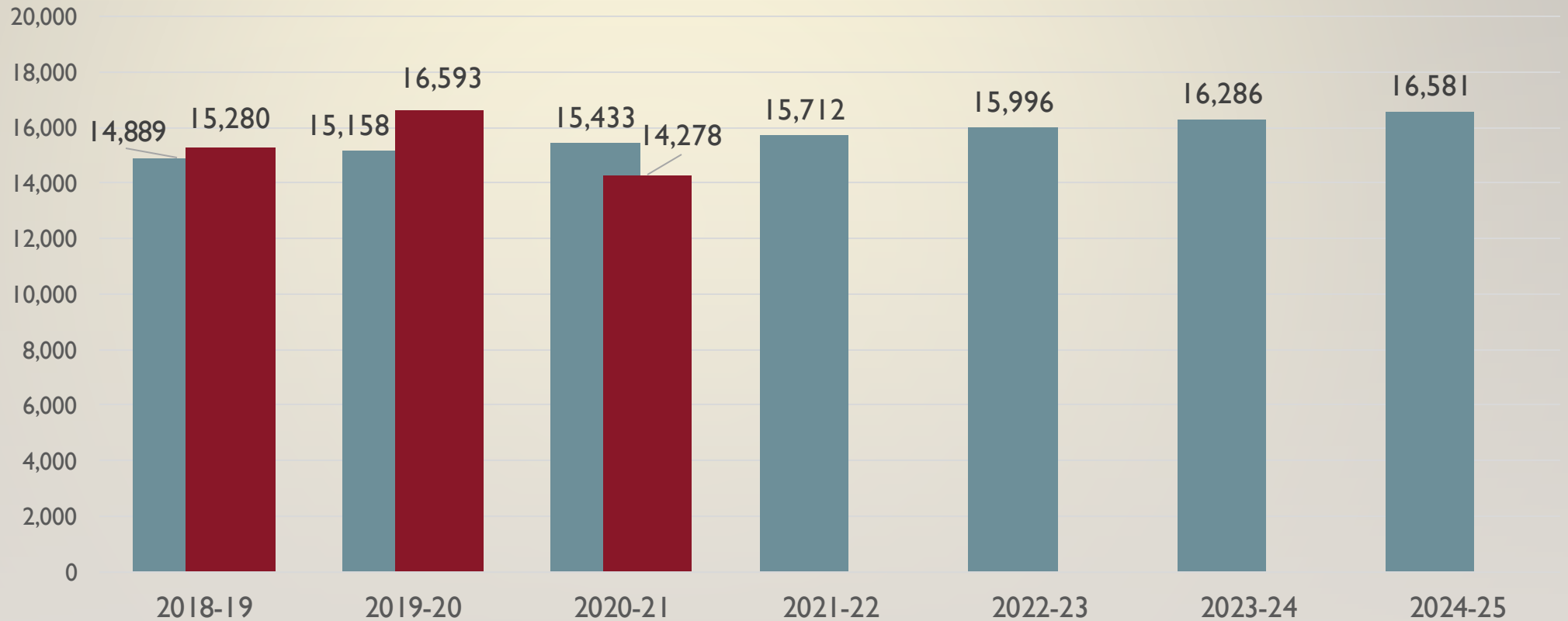
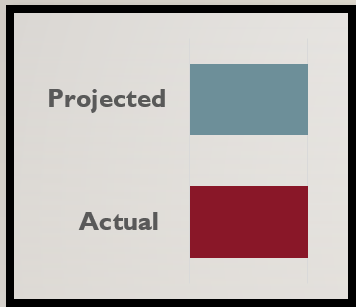
EXPAND COLLEGE ACCESS BY INCREASING
BOTH HEADCOUNT AND FTES

(3 KEY PERFORMANCE INDICATORS)

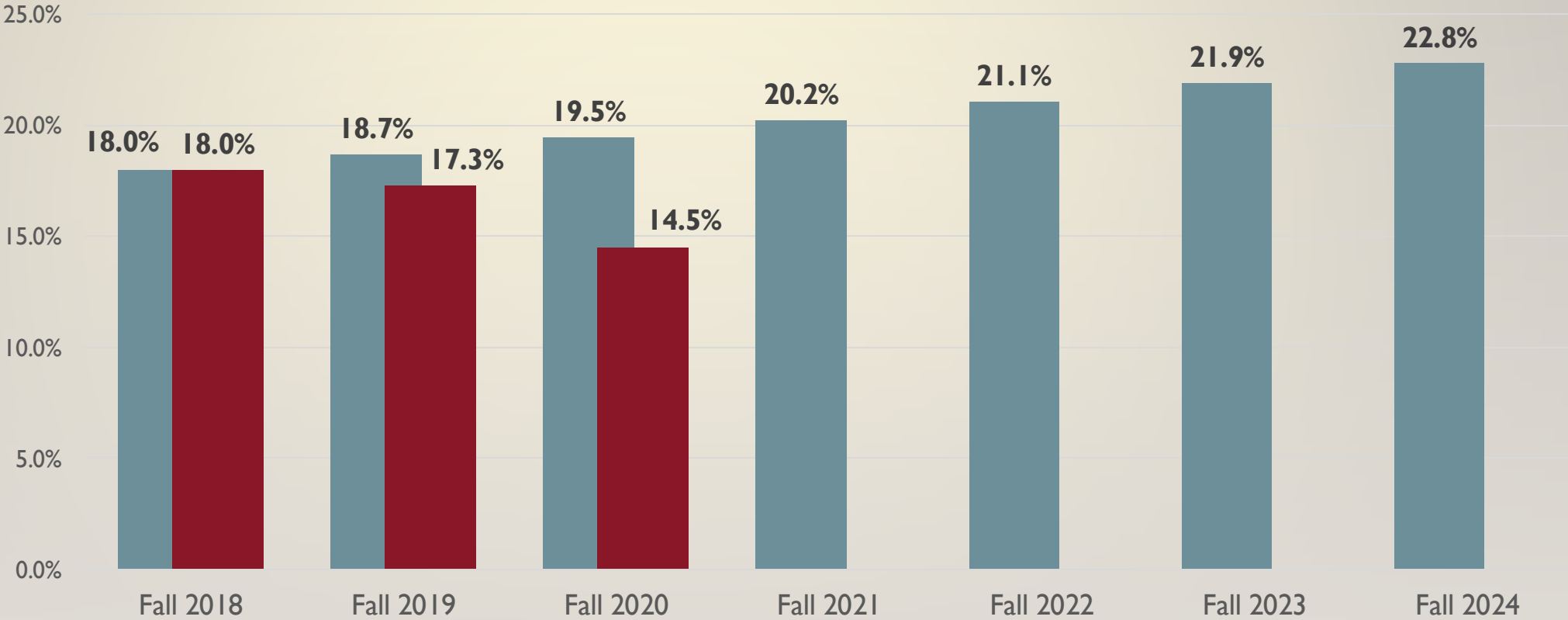
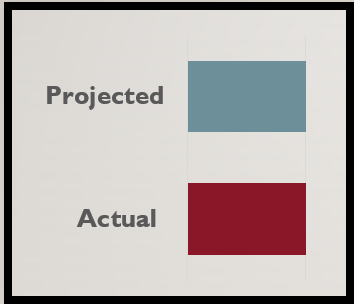
KPI #1 (OBJECTIVE 1.1): GO FROM 7,366 TO 8,759 FTES



KPI #2 (OBJECTIVE 1.2): GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT



KPI #3 (OBJECTIVE 1.4): INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY



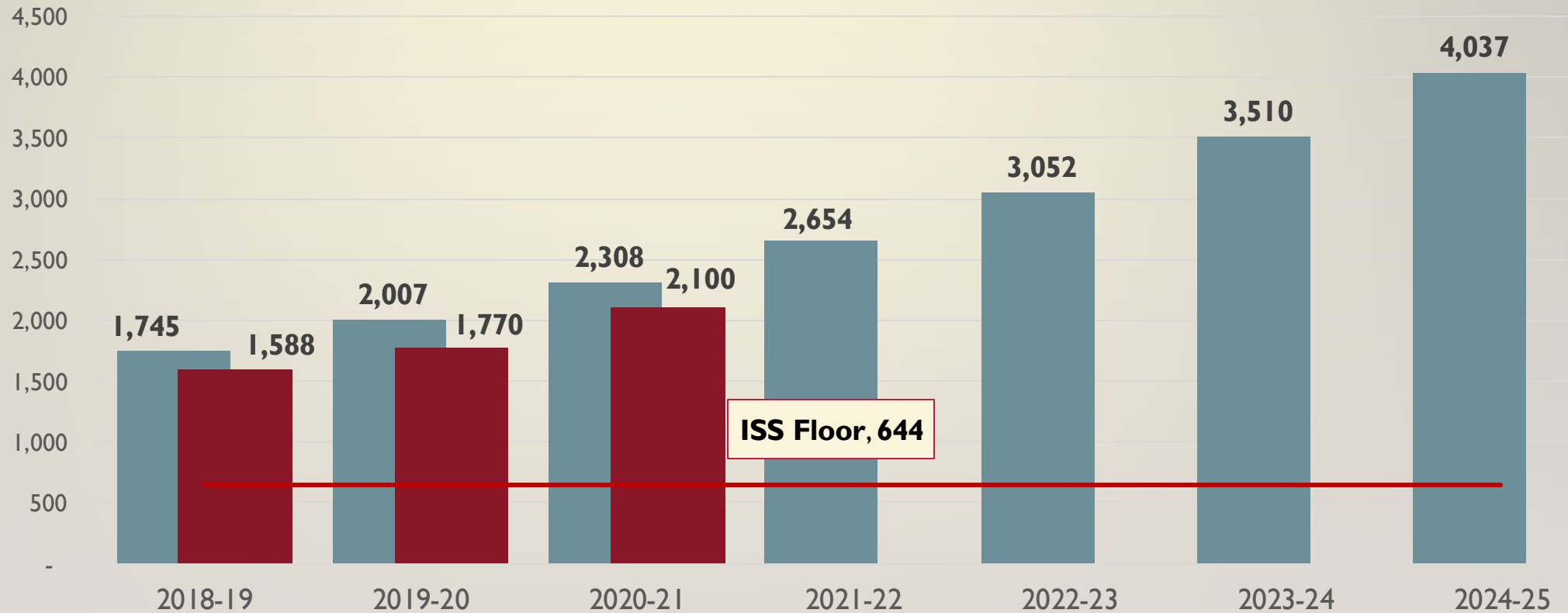
Source: CA School Dashboard and CCCCO MIS

GOAL: SUCCESS

IMPLEMENT GUIDED PATHWAYS FRAMEWORK

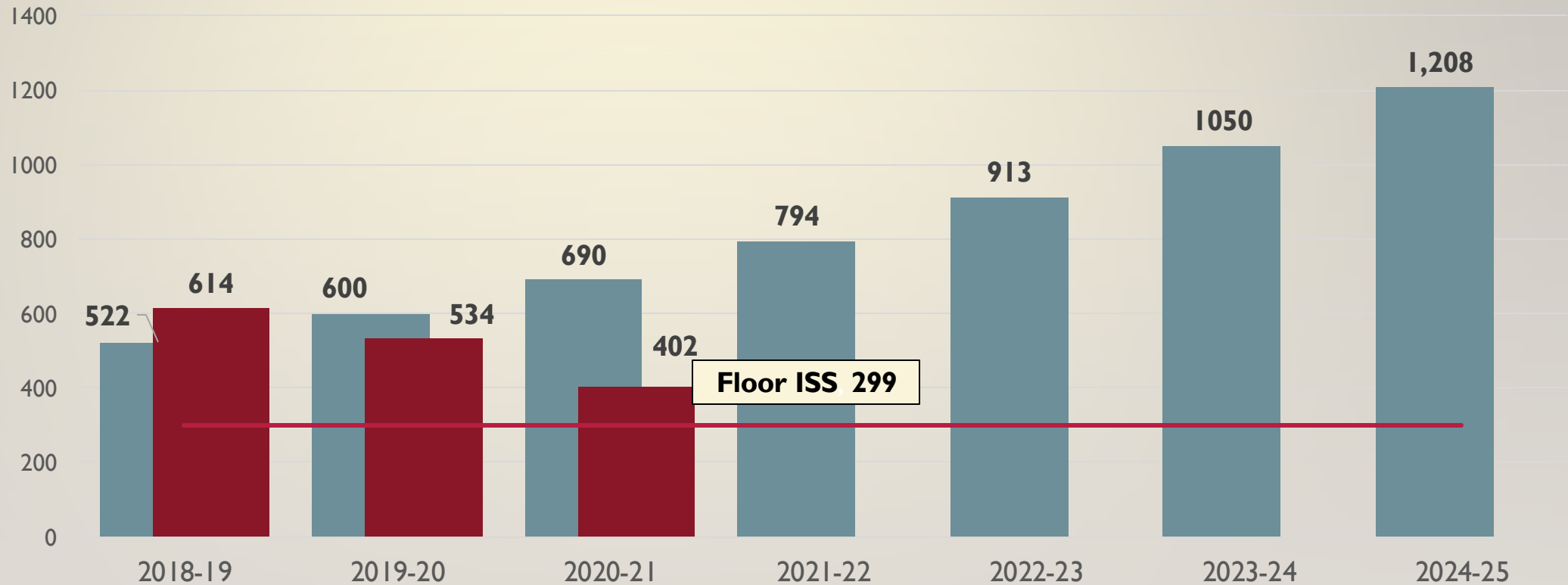
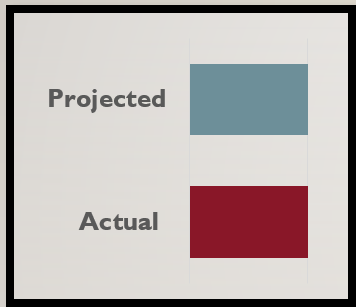
(4 KEY PERFORMANCE INDICATORS)

KPI #4 (OBJECTIVE 2.1): INCREASE NUMBER OF DEGREES COMPLETED BY 15% ANNUALLY

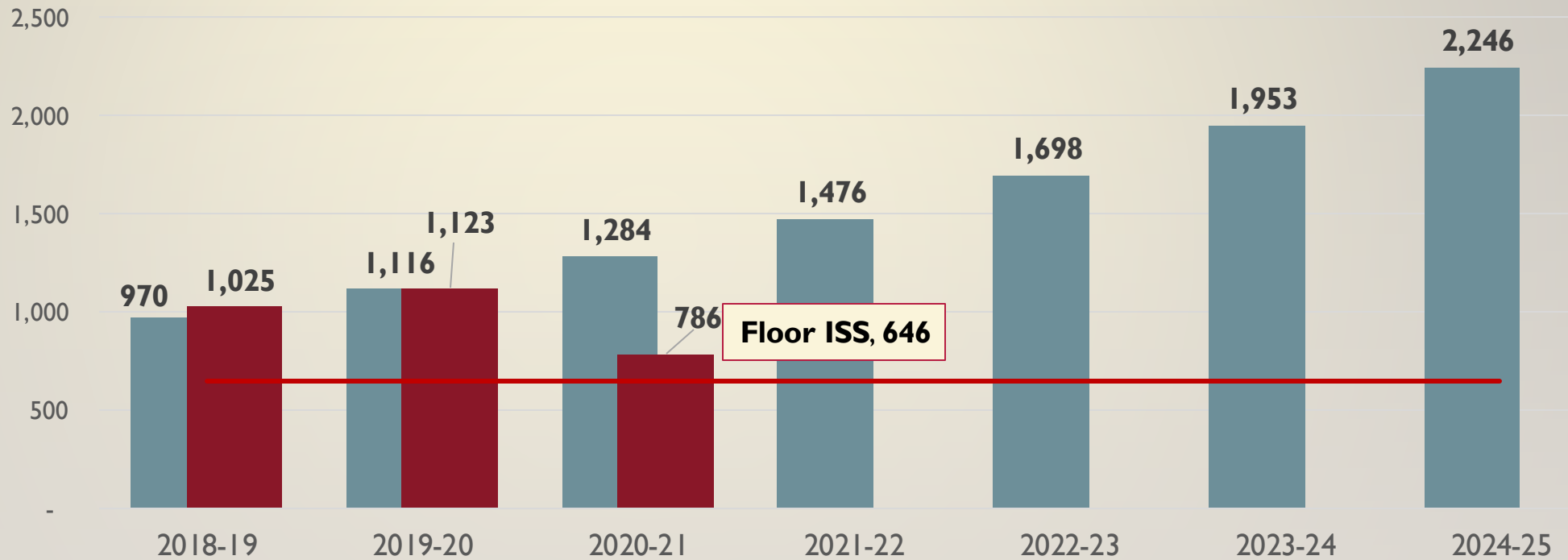
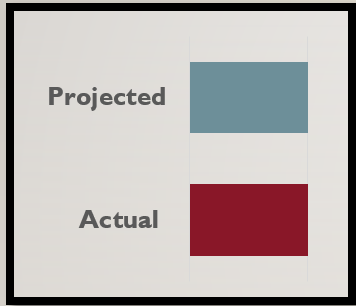


Source: CCCCO Data Mart with RCCD EMP projections

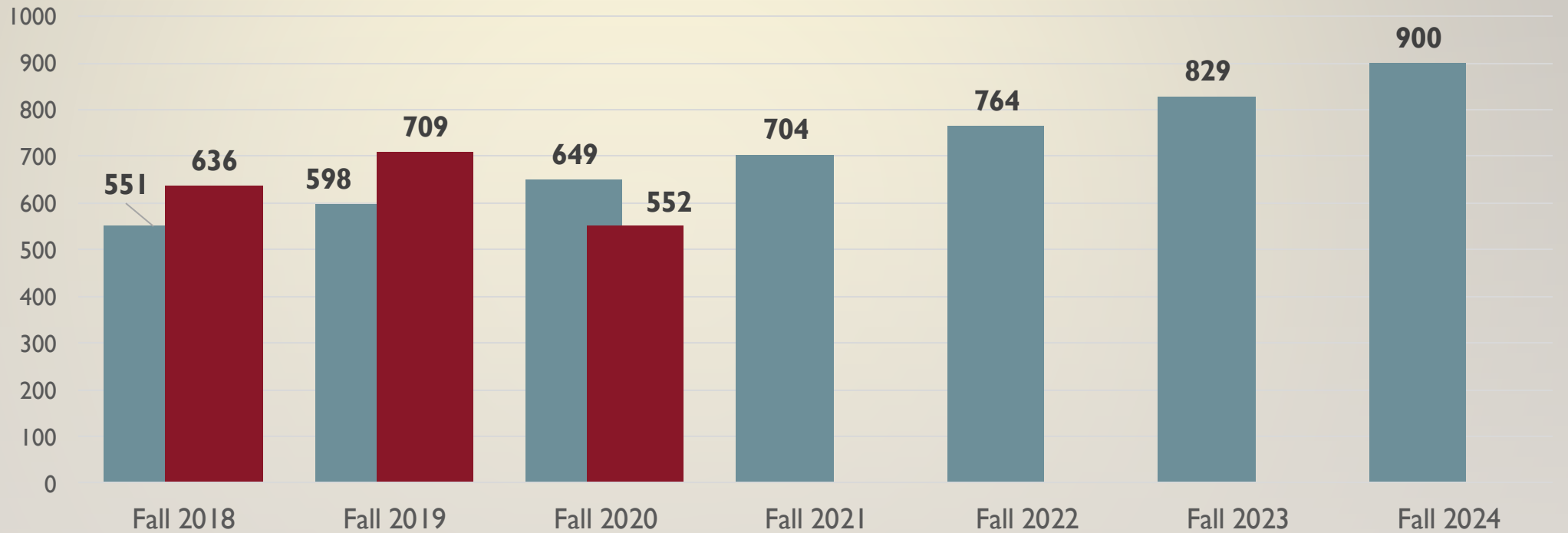
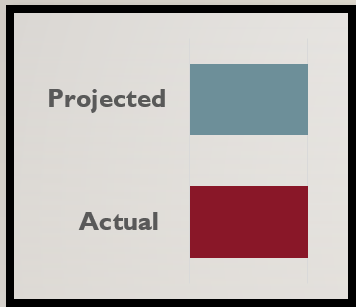
KPI #5 (OBJECTIVE 2.2): INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY



KPI #6 (OBJECTIVE 2.4): INCREASE NUMBER OF TRANSFERS 15% ANNUALLY



KPI #7 (OBJECTIVE 2.5): INCREASE THE NUMBER OF FIRST-TIME FULL-TIME ENROLLED STUDENTS FROM 508 TO 900

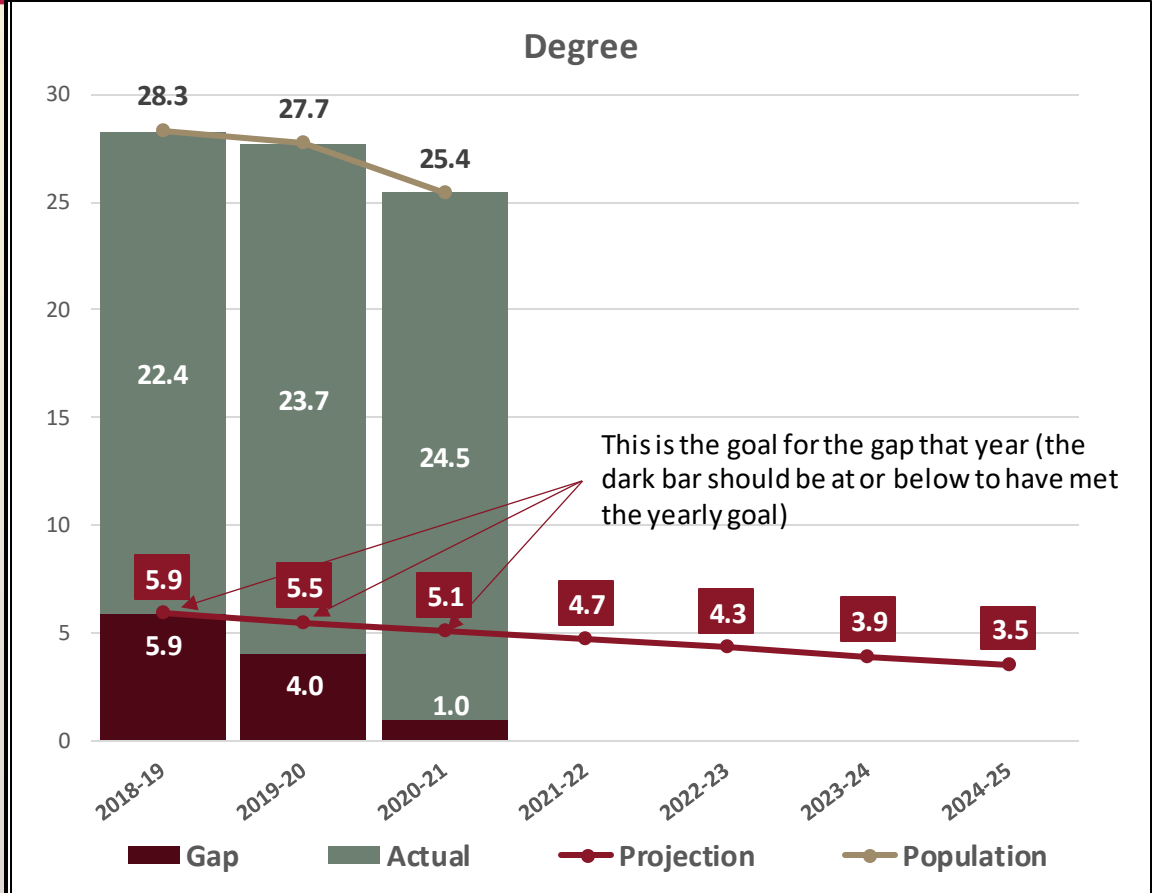
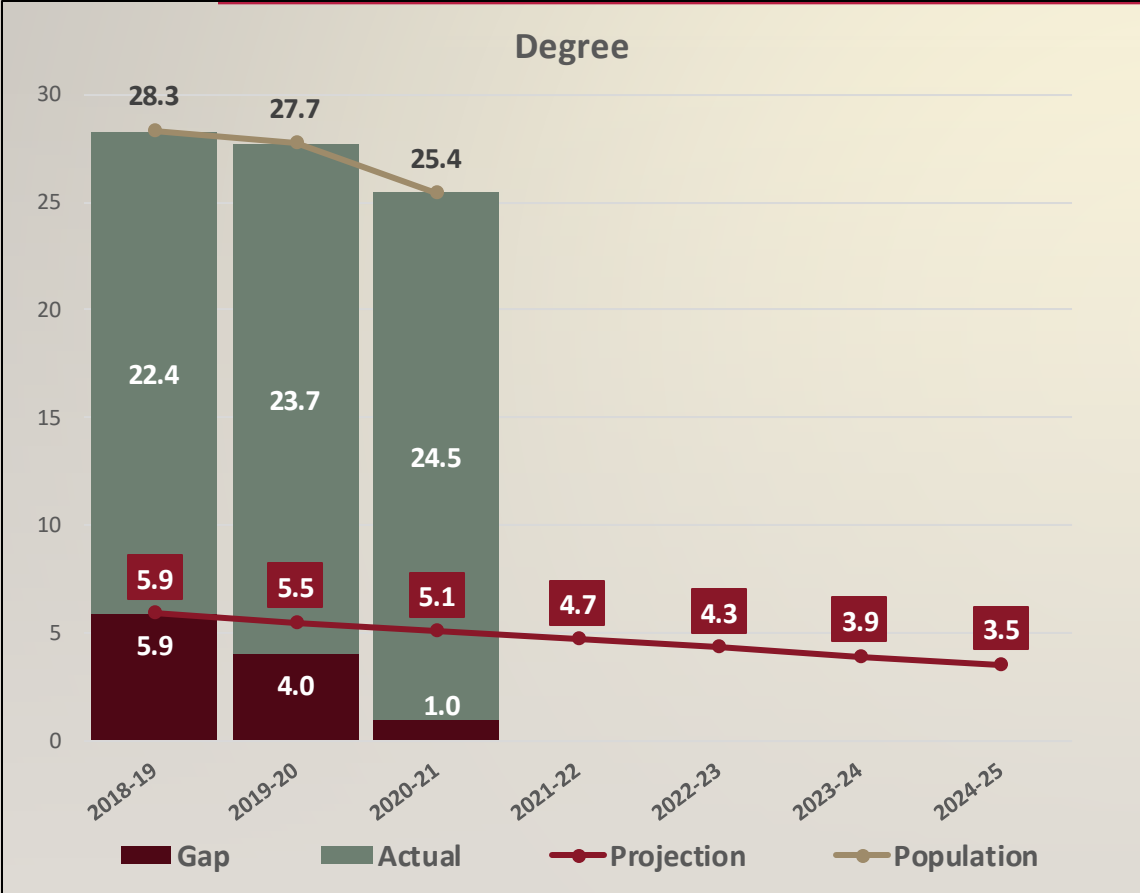


GOAL: EQUITY

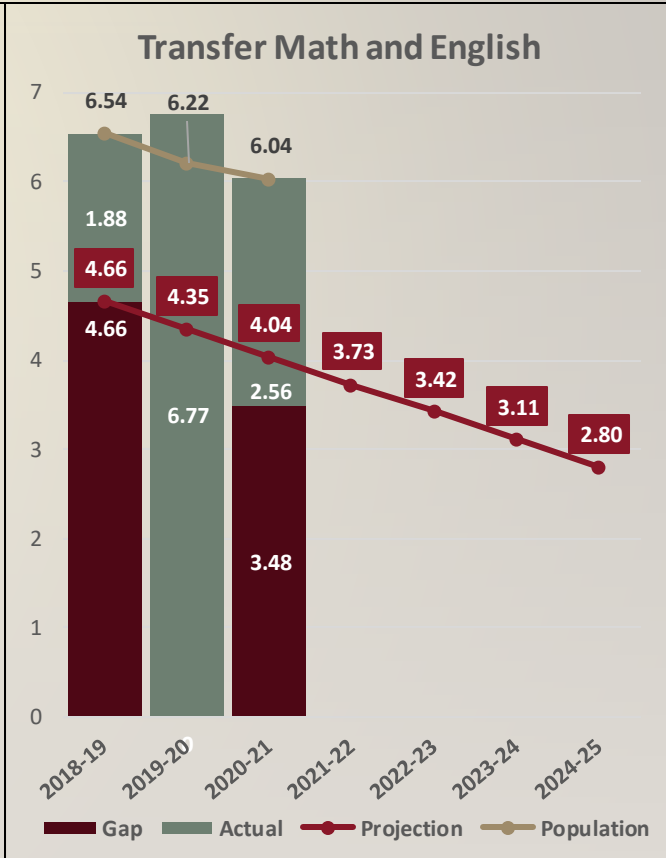
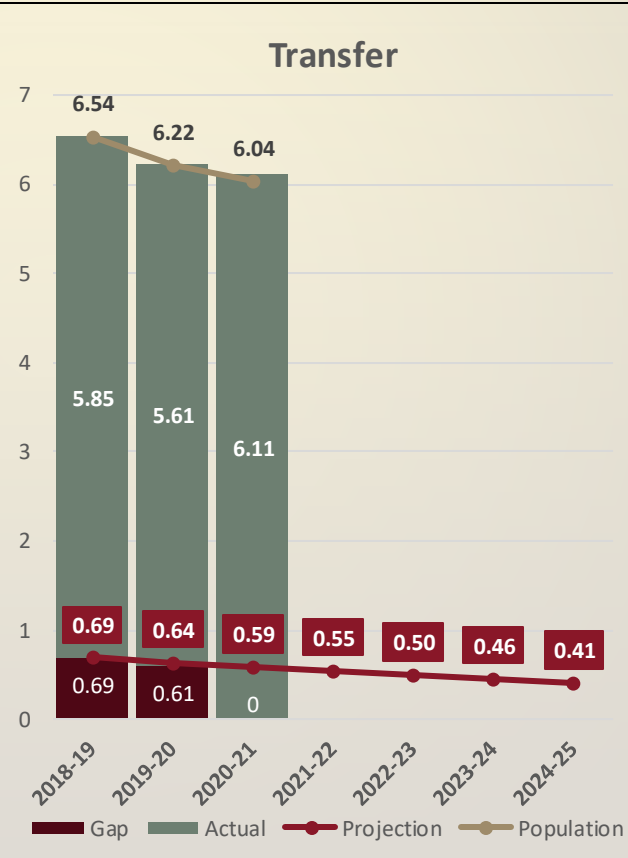
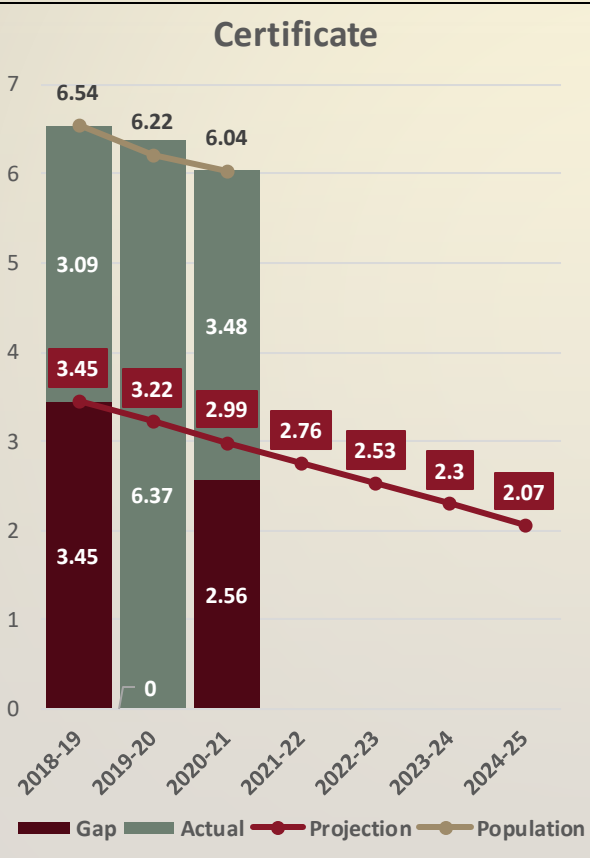
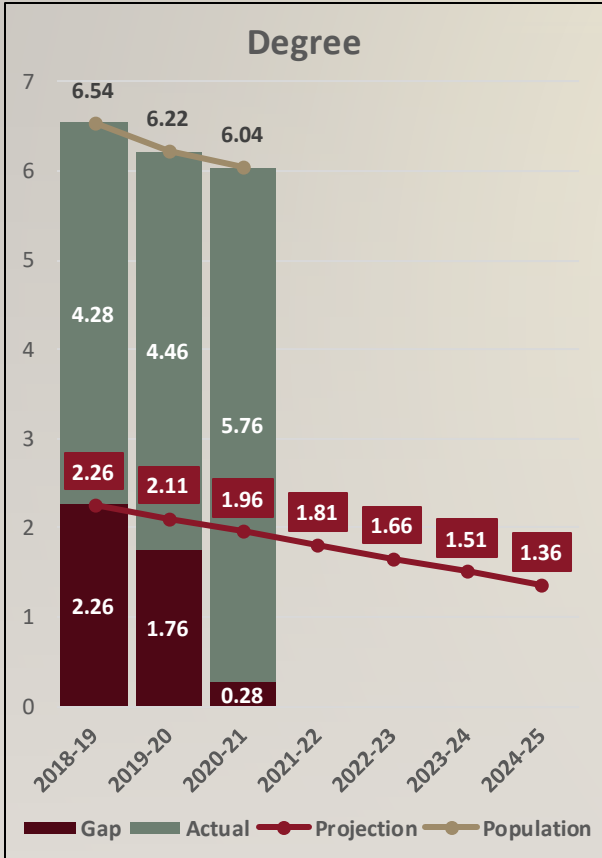
CLOSE ALL STUDENT EQUITY GAPS

(5 KEY PERFORMANCE INDICATORS)

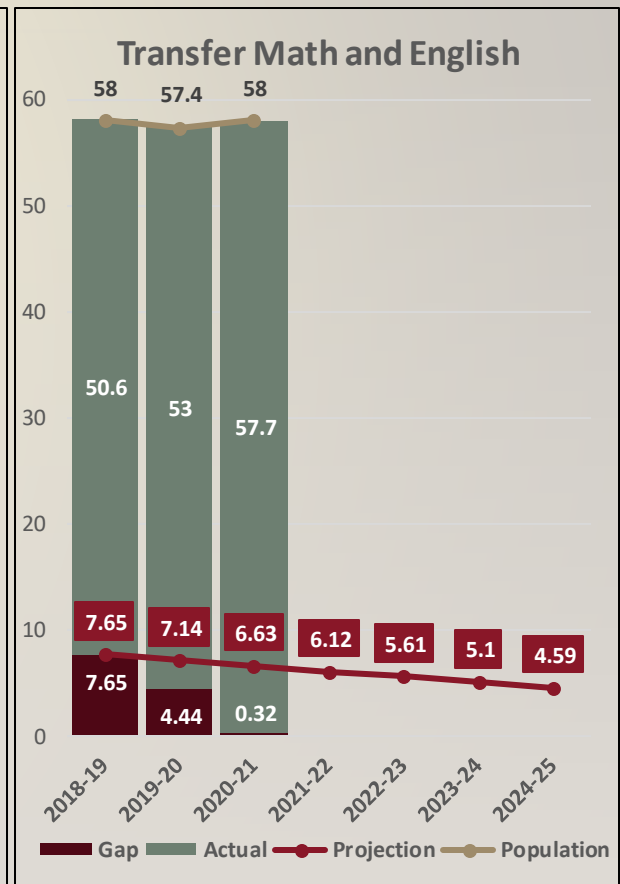
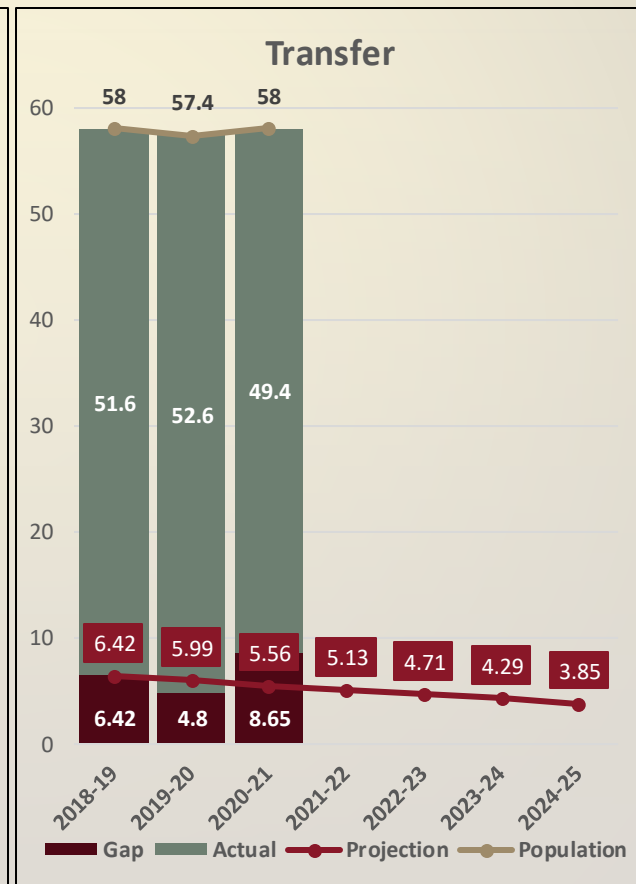
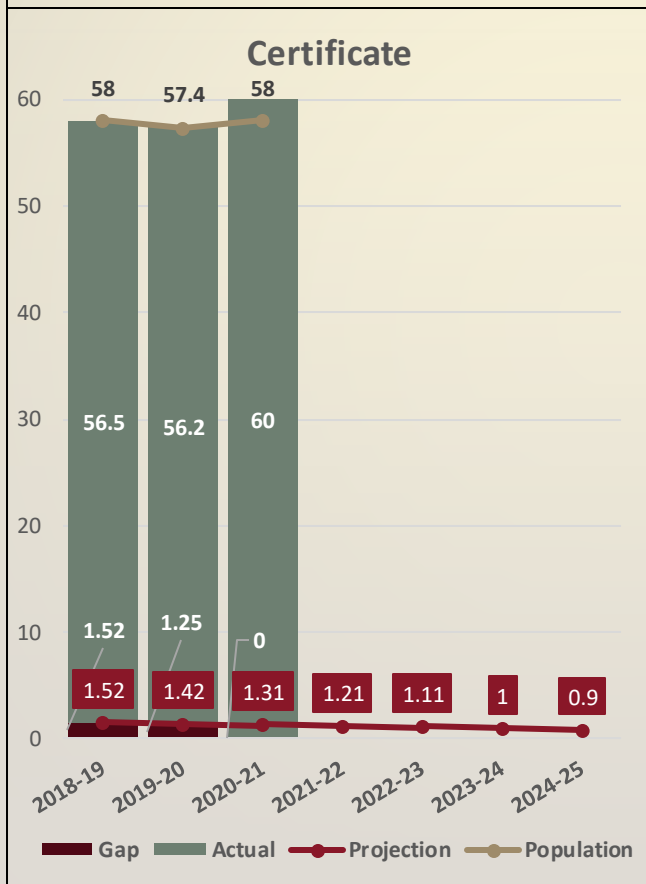
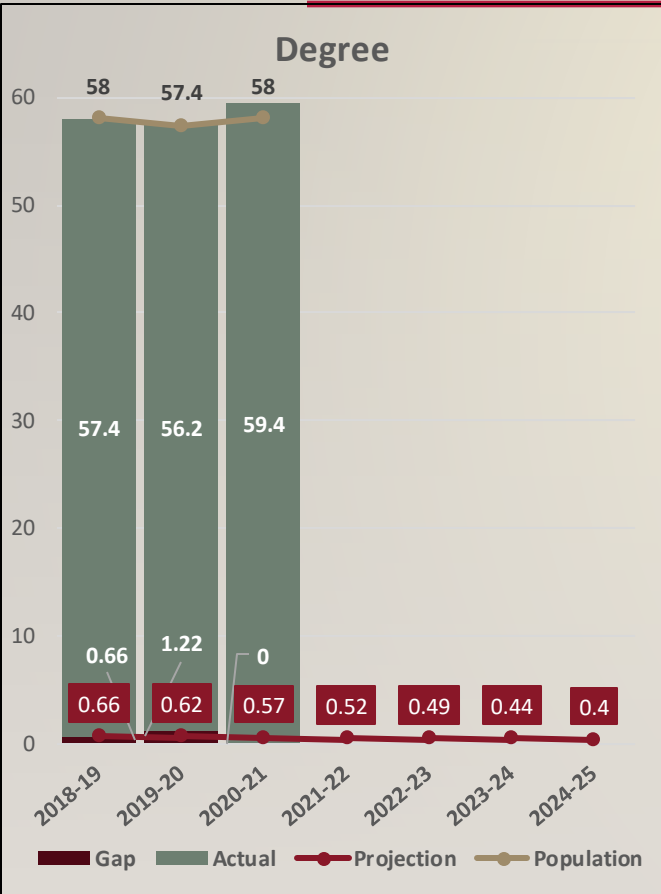
EQUITY GAP EXAMPLE: MEN OF COLOR DEGREE COMPLETION



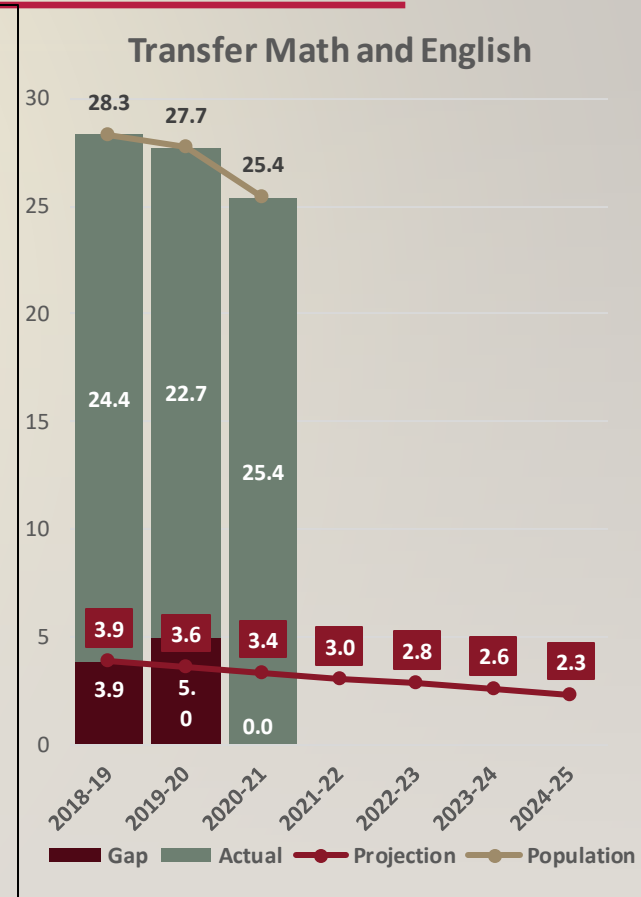
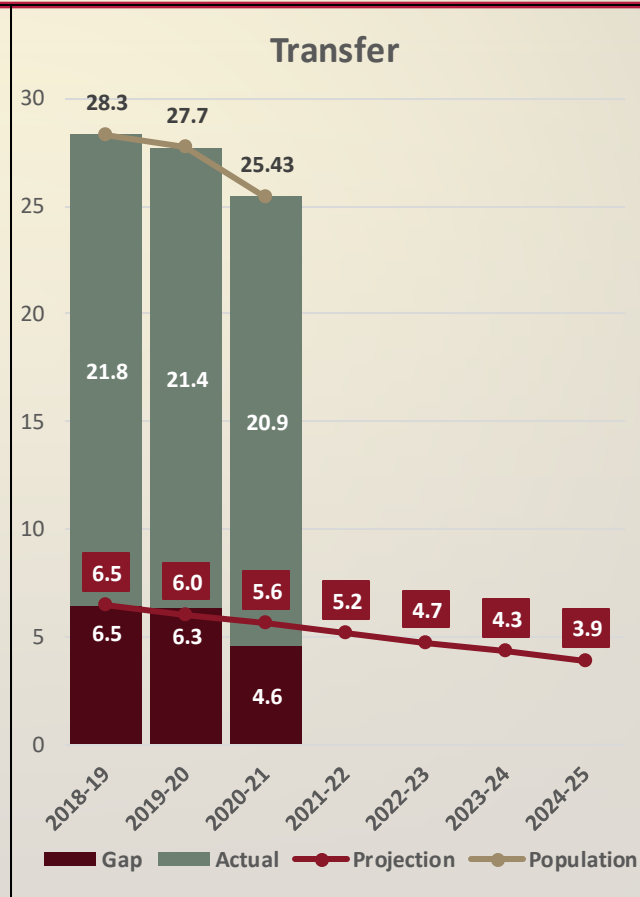
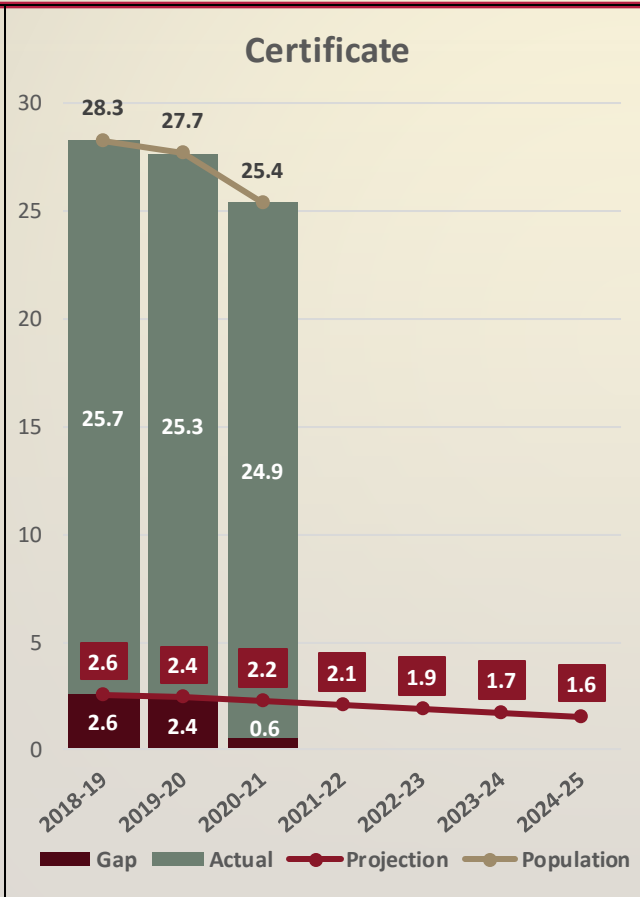
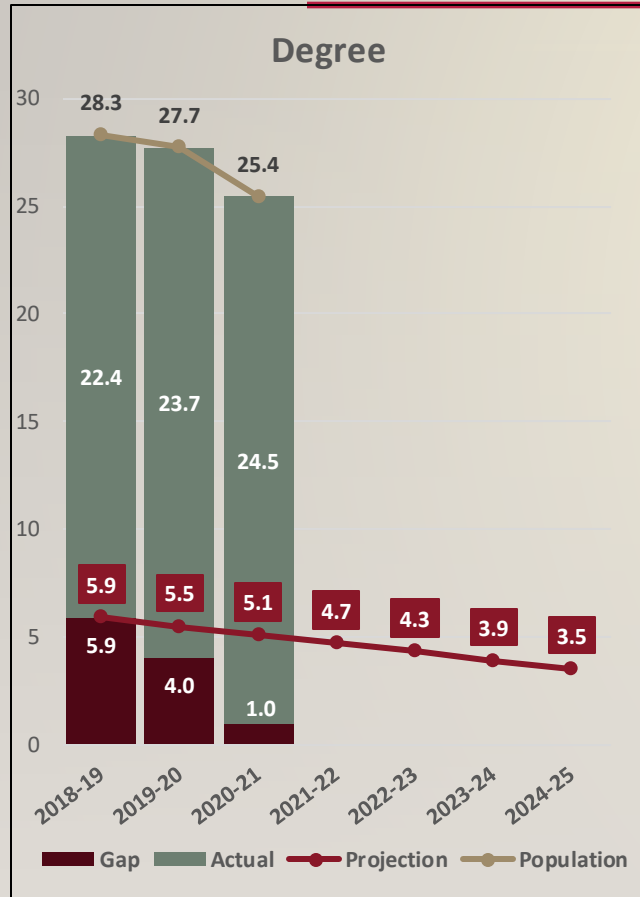
KPI #8 (OBJECTIVE 3.1): REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%



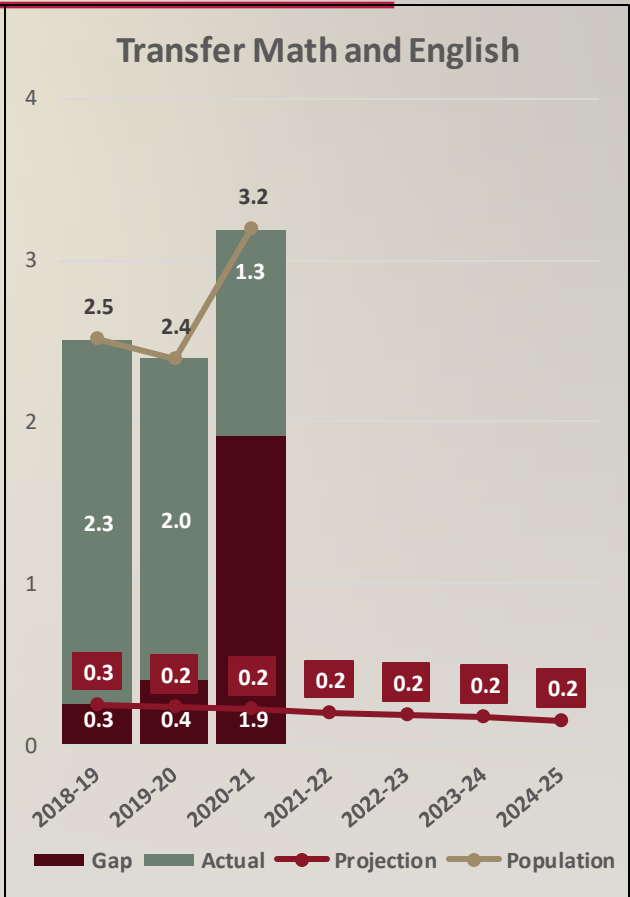
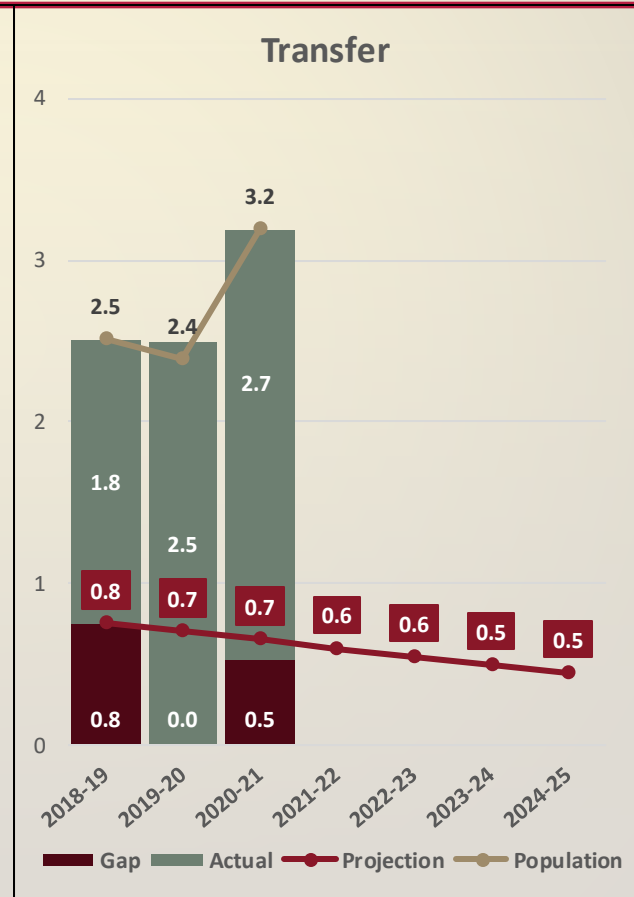
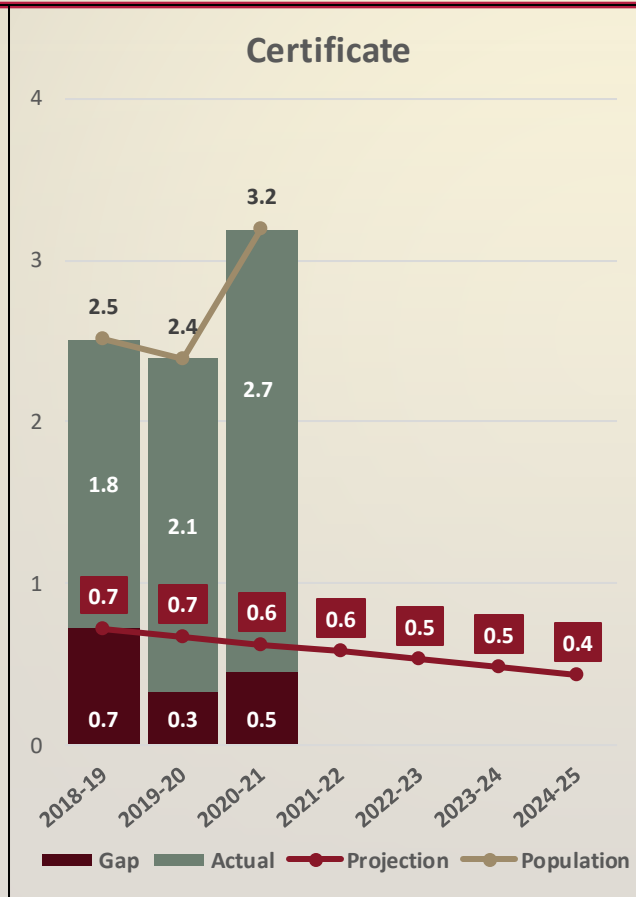
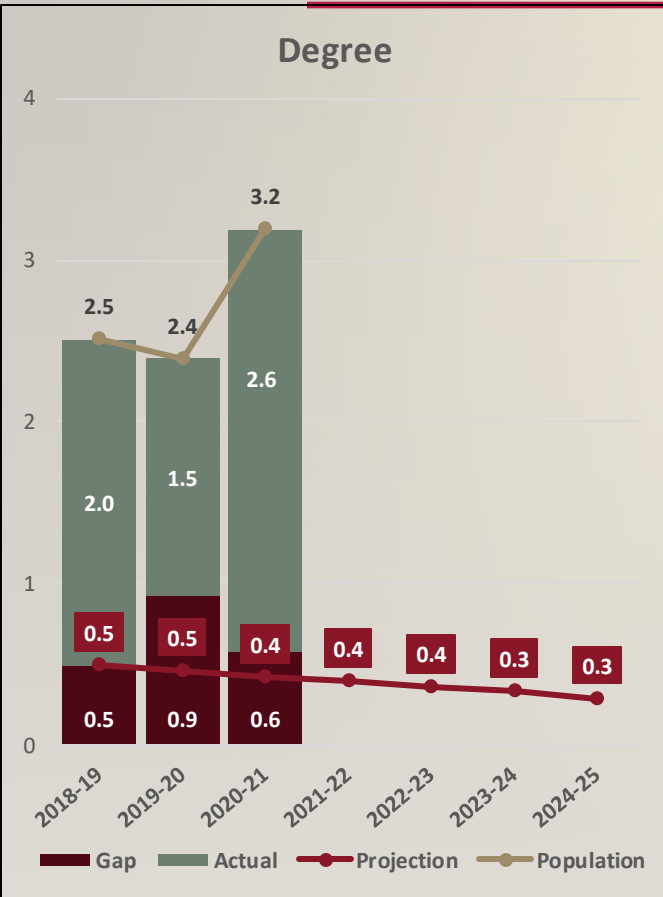
KPI #9 (OBJECTIVE 3.2): REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%.



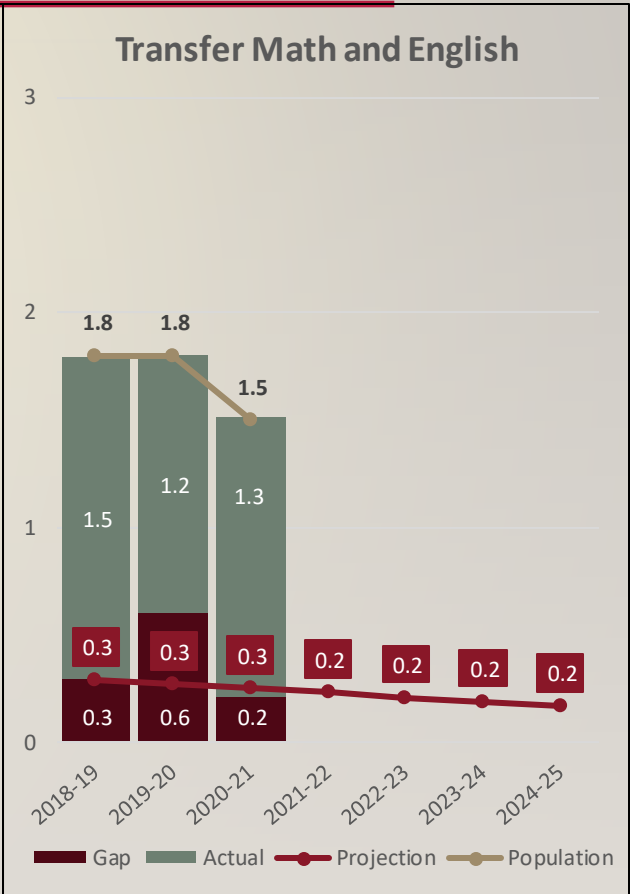
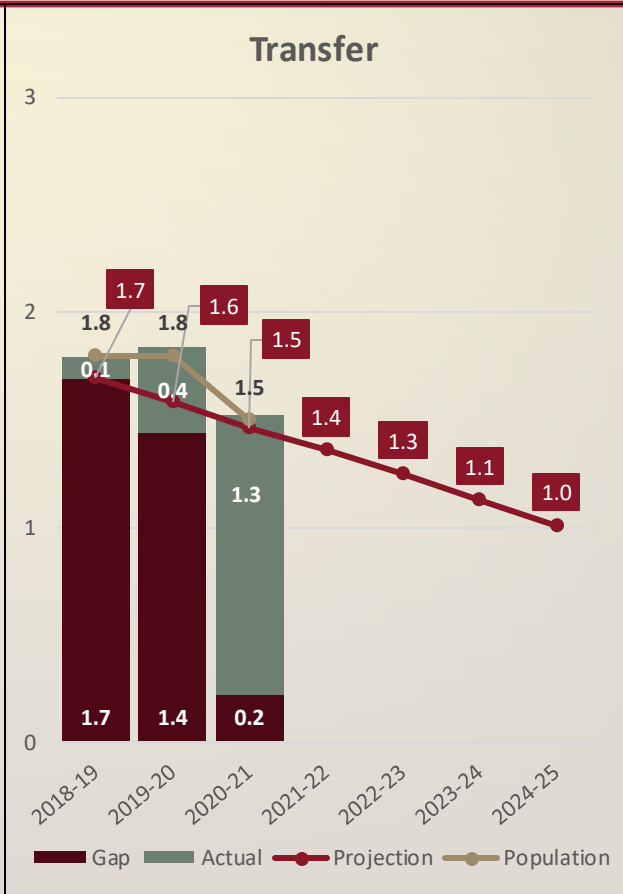
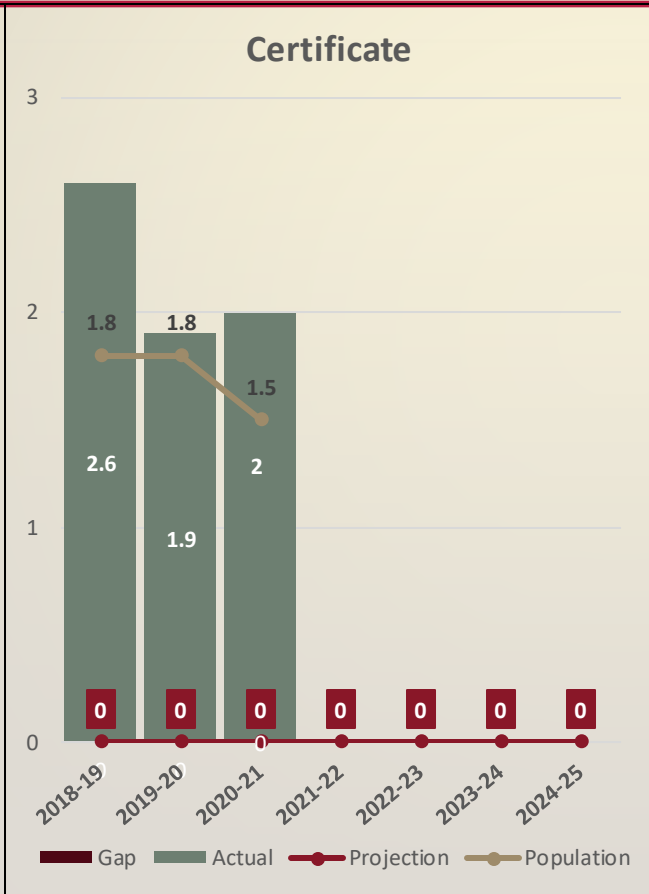
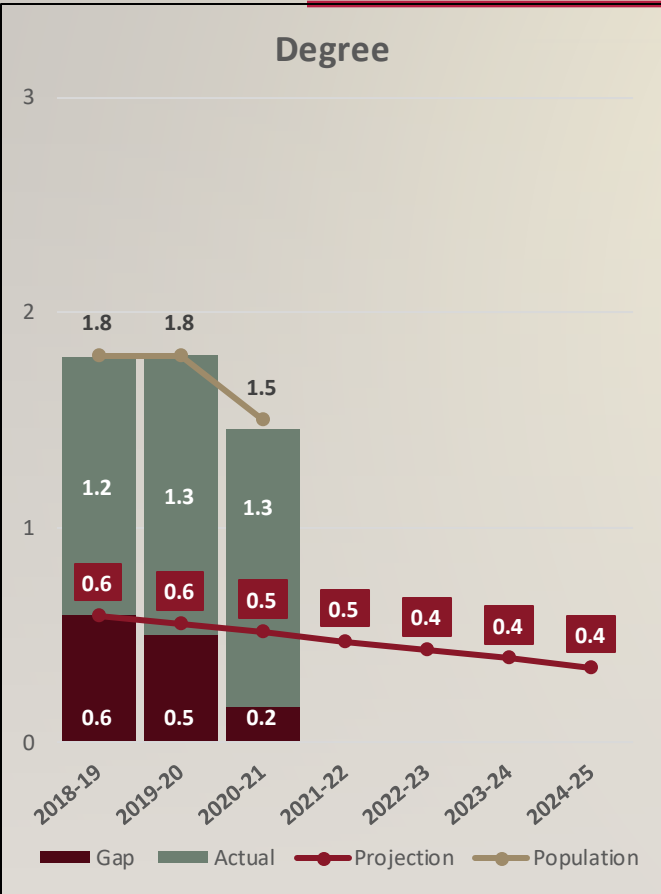
KPI #10 (OBJECTIVE 3.3): REDUCE THE EQUITY GAP FOR MEN OF COLOR BY 40%.



KPI #1 | OBJECTIVE 3.4: REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%.



KPI #12 (OBJECTIVE 3.5): REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%.

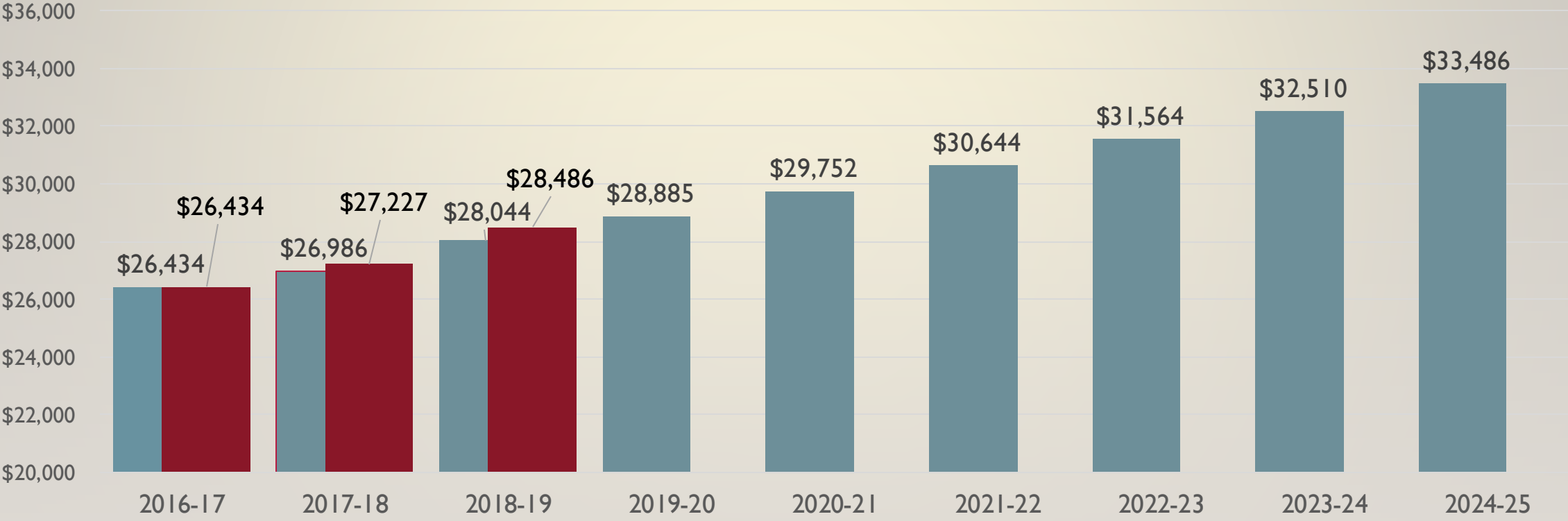
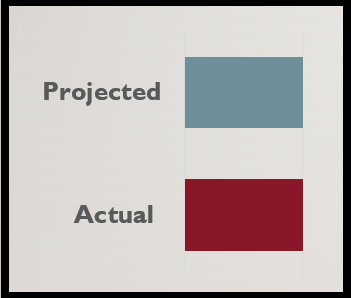


GOAL: WORKFORCE & ECONOMIC DEVELOPMENT

REDUCE WORKING POVERTY AND THE SKILLS GAP

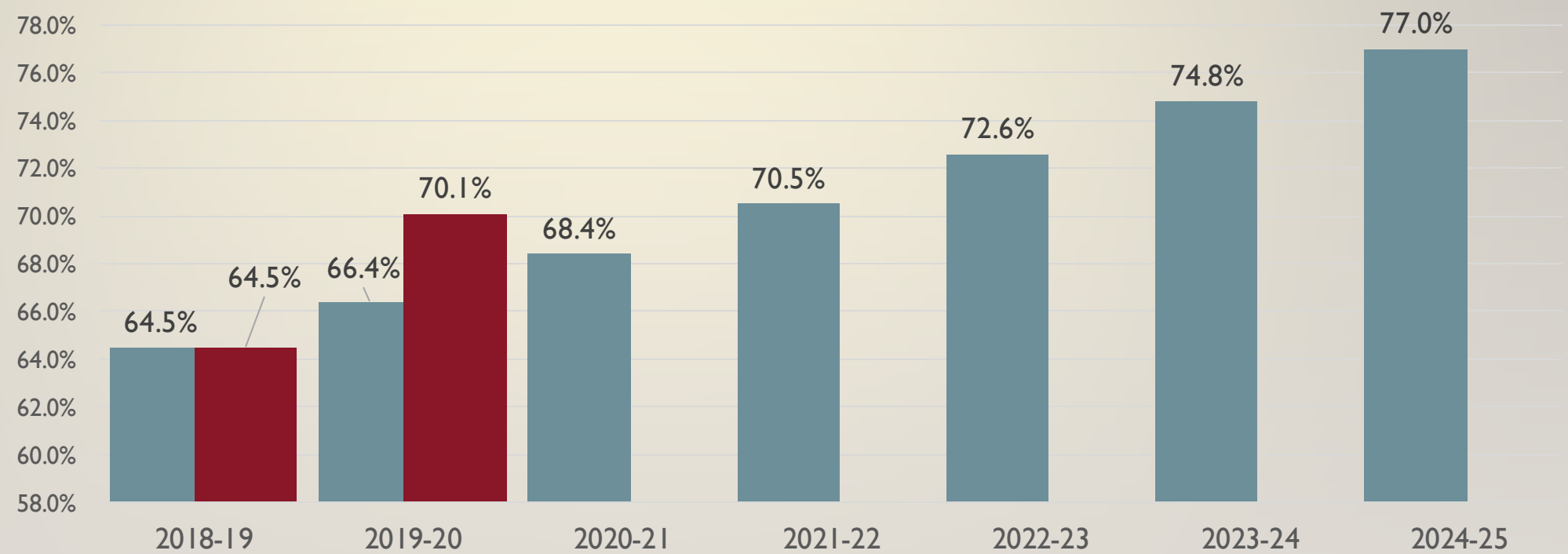
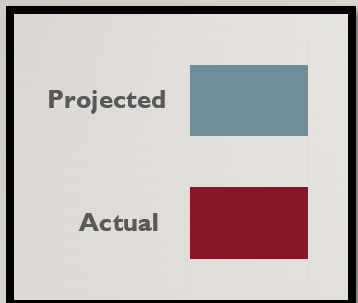
(3 KEY PERFORMANCE INDICATORS)

KPI #13 (OBJECTIVE 5.1): INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS

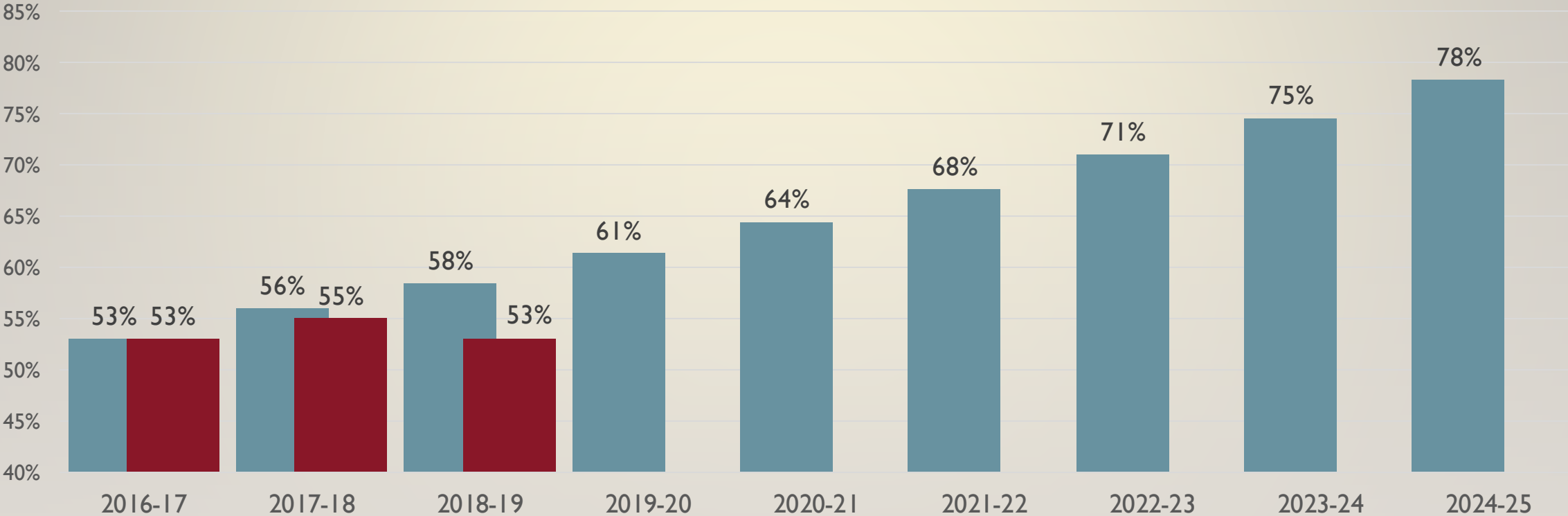
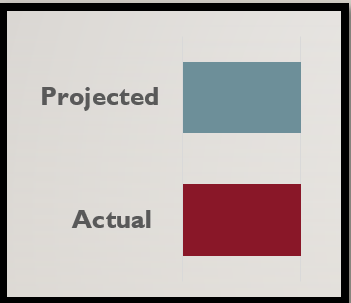


Source: Student Success Metrics Dashboard

KPI #14 (OBJECTIVE 5.2): INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY



KPI #15 (OBJECTIVE 5.3): INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY



Source: Student Success Metrics Dashboard

SUMMARY KPI HIGHLIGHTS 2020-21

- Even with the drop in headcount for 2020-21, Degree completion has continued to increase by 15% from 2019-20.
- Equity gap closed this year for:
 - Black Students in Transfer
 - Latinx students in Degree and Certificate Completion
 - Men of Color students in Transfer Math and English completion in the first year
 - Foster Youth in Certificate Completion
- Have met or exceeded the 2024-25 goal for:
 - All above with equity gap closed
 - Black Students in Degree Completion
 - Latinx student in Transfer Math & English Completion
 - Foster Youth in Degree and Transfer Completion
- Median annual earnings of all students has exceeded projections.
- CTE students employed in their field of study continues to increase and exceed projections.

SUMMARY KPI HIGHLIGHTS 2020-2021

KPIs of concern:

- Lower FTES -718 below target
- Lower headcount -1155 below target
- Lower capture rates from feeder high schools – decreasing each year since 2018-19
- Number of degrees completed – 208 below target (steadily increasing since 2018-19)
- Number of certificates completed – 288 below target (25% drop from last year)
- Number of Transfer students – 498 below target (30% drop from last year)
- Number of First-time Full-time students – 97 below target (22% drop from last year)
- Increased equity gap for Latinx students in Transfer
- Increased equity gap for LGBTQ+ students in Certificate, Transfer and Transfer-Level Math/English Completion in first year
- Lower percent of all students who attain a living wage – 9% reduction (2018-19)

QUESTIONS?

