

# KEY PERFORMANCE INDICATORS 2022-23

## 1, 2, AND 7

COLLEGE COUNCIL

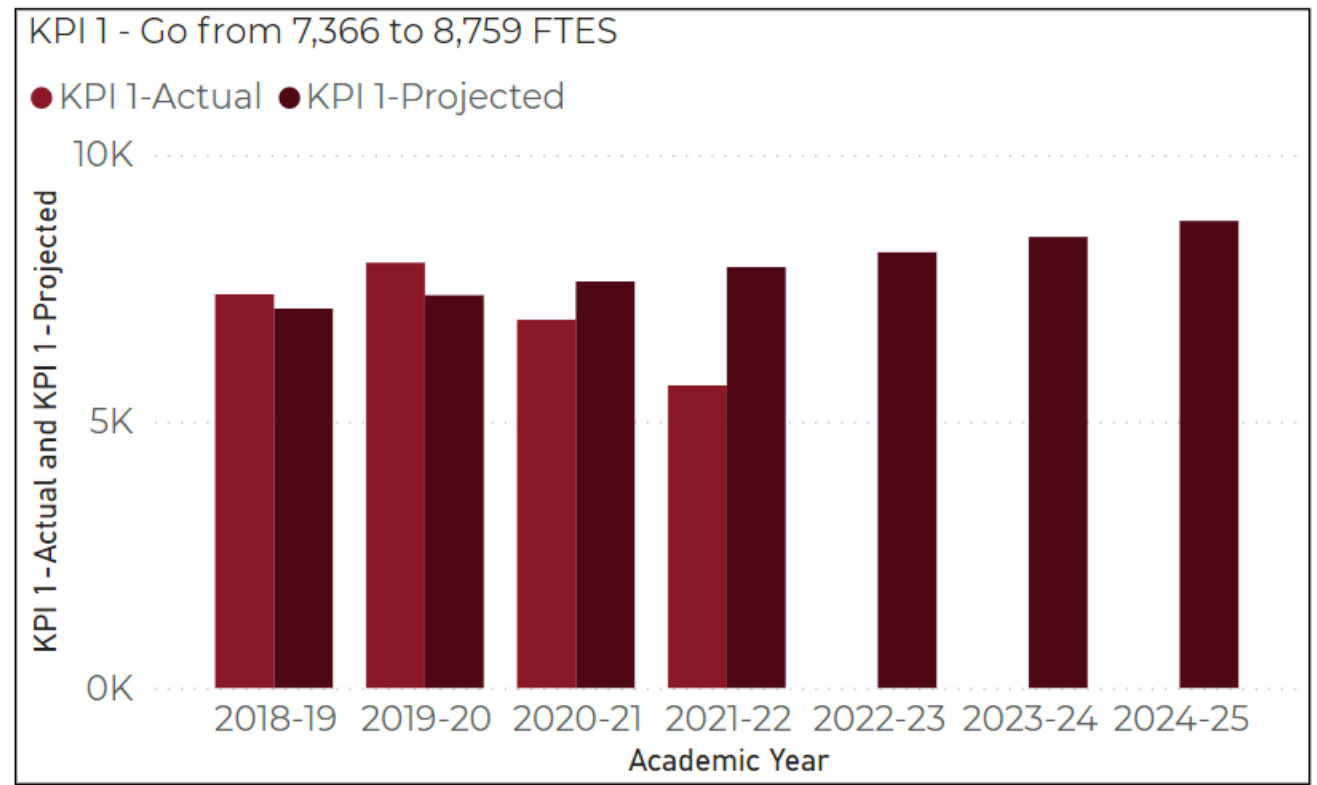


**NORCO**  
COLLEGE

# KPI 1: GO FROM 7,366 TO 8,759 FTES

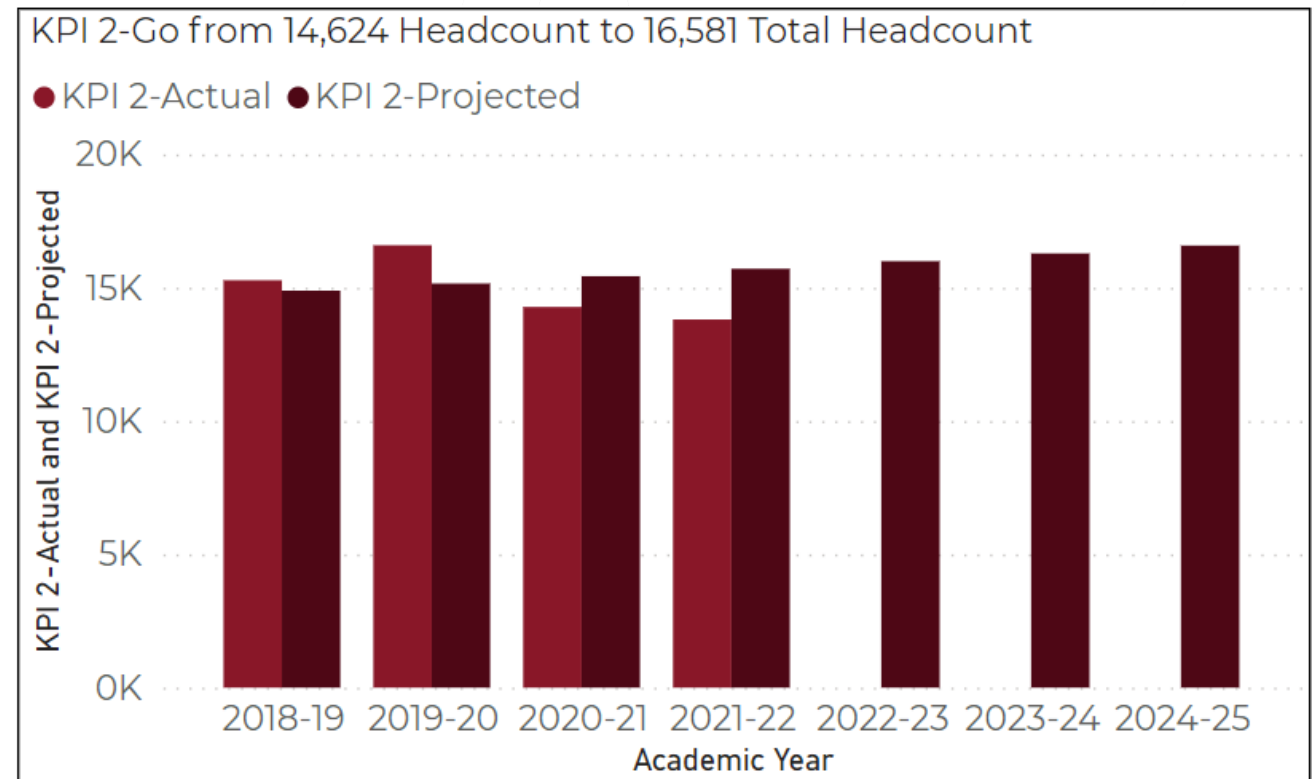
- Highlights
  - 2021-22 Actual = 5,676 (72% of projected)
  - 2021-22 Projection = 7,894
- Concerns
  - 18% drop from 2020-21

WHAT IS FTES (Full Time Equivalent Student)?  
1 FTES is the equivalent of 1 student taking 15 units for two semesters



# KPI 2: GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT

- Highlights
  - 2021-22 Actual 13,808 (88% of projected)
  - 2021-22 Projected 15,712
- Concerns
  - 3% drop from 2020-21

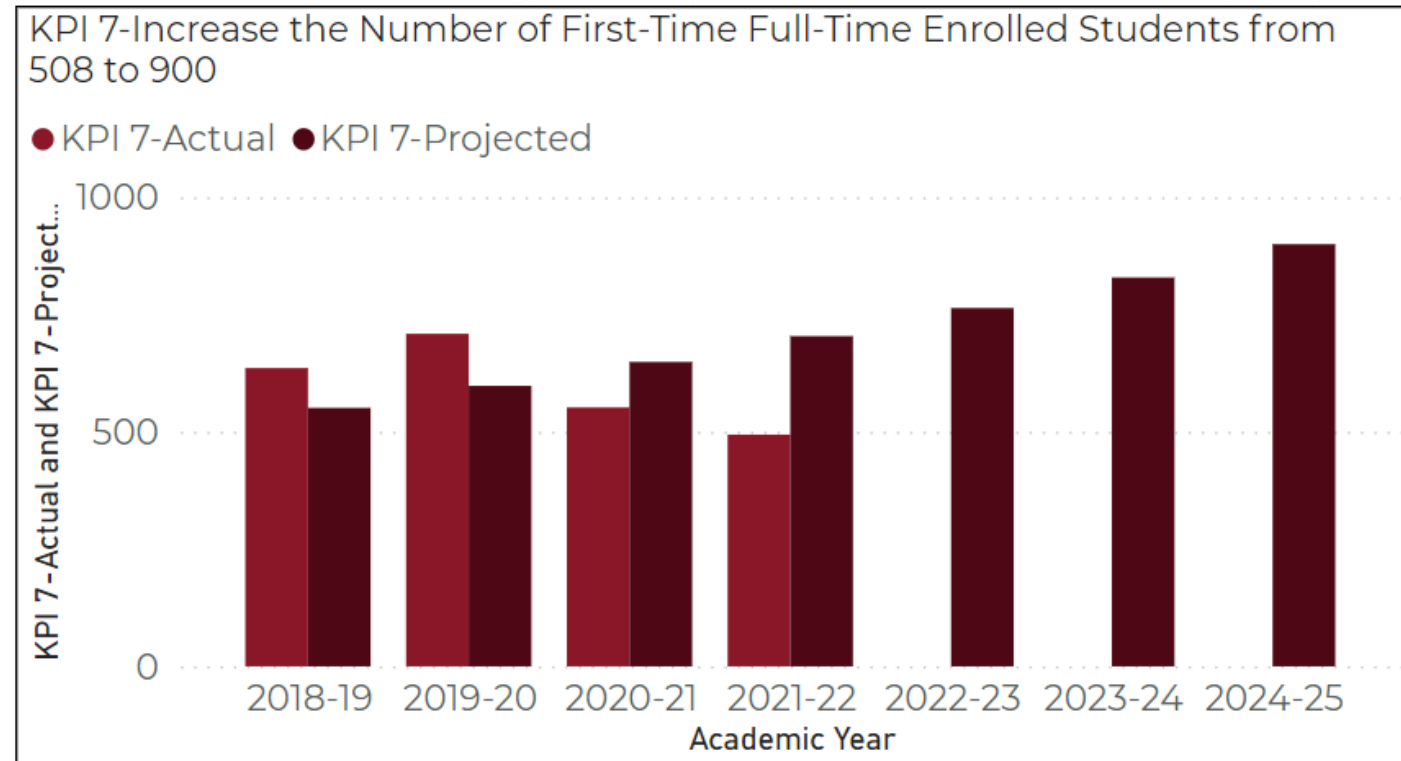


# KPI 1 AND 2: ACTION PLAN

- Strong focus on retention
- Providing the strongest start possible for students
- Address and provide services and resources for any potential barriers to success
- Ongoing support with Peer Advisors and forthcoming Student Success Teams

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

- Highlights:
  - 2021-22 Actual 494 (70% of Projected)
  - 2021-22 Projected 704
- Concerns:
  - 10.5% drop from 2020-21

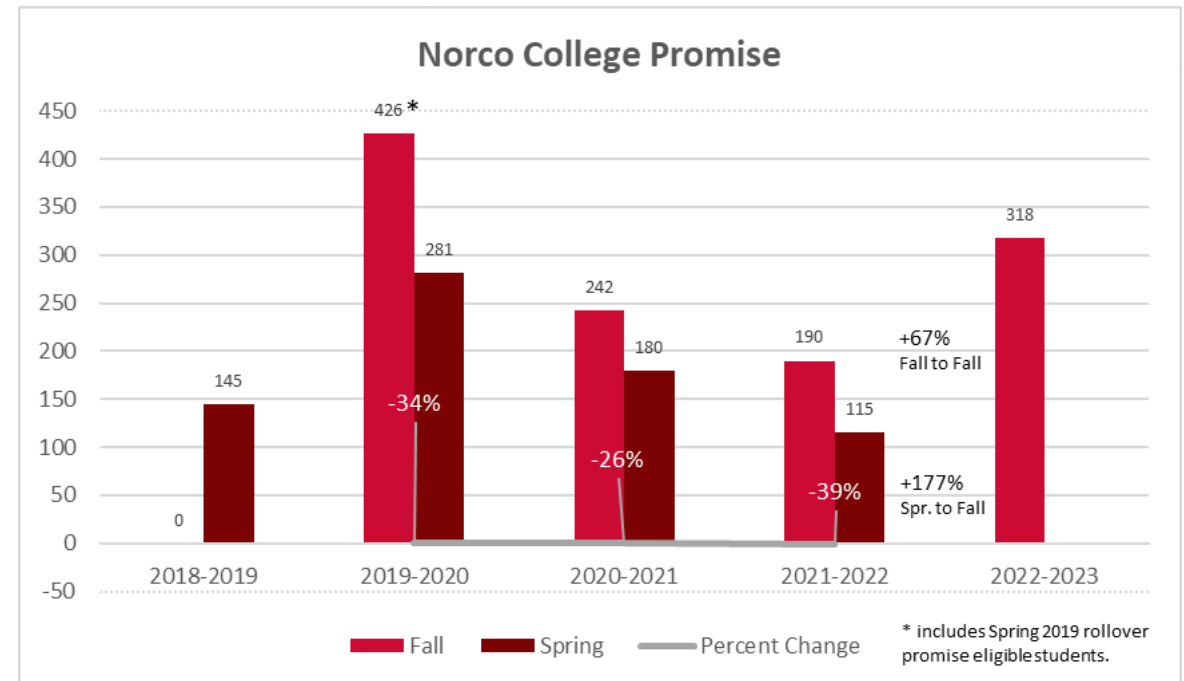


# NORCO COLLEGE PROMISE- Supporting Full-time Enrollment Of First-time College Students

- State Funded AB19/AB2
- 12 Units = Promise Full-Time
- Financial Aid App. completed

## Outreach Efforts

- High school & Community Tabling
- High School Presentations
- Application workshops
- On-campus application assistance
- Building on marketing through flyers and brochures



## **Action Plan:** Further Funding Permitted

- ✓ Targeted Student Support (Ed. Advising)
- ✓ 2 Year Promise Program
- ✓ Book Vouchers

# KEY PERFORMANCE INDICATOR 3: Increase Capture Rates From Feeder High Schools By 4% Annually

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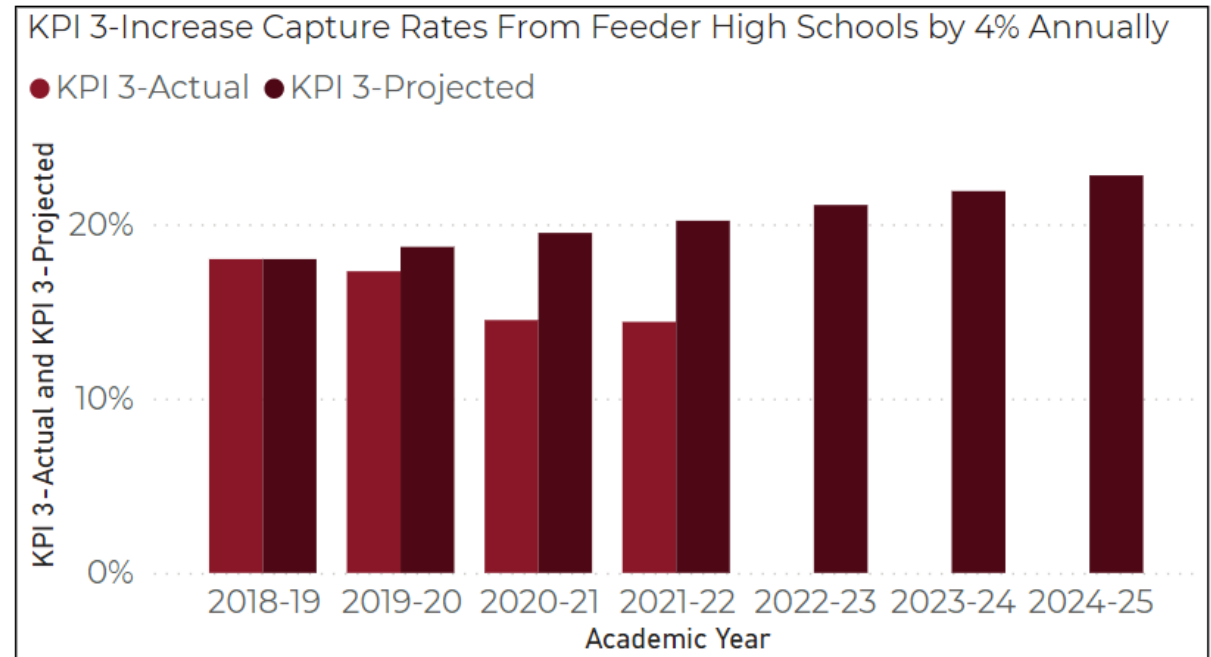
# KPI 3: INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY

## Highlights 2021-22

- Actual = 14.4%
- Projection = 20.2%

## Concerns

- Declining since baseline set in 2018-19 (18%)





## KPI 3: ACTION PLAN

- Community Outreach – Special events, College fairs, Career Expos
- Student and Parent information sessions once a month in the evenings (Starting in January)
- Outreach to all CNUSD high schools and other local area high schools
  - Tabling once a week during lunch
  - Application workshops
  - College 101 Presentations to high school classrooms and parent nights
  - Promise Program information and application workshops

# TAKE AWAYS

- Need to build back high school relationships after pandemic.
- Need to be able to build an Outreach team to accomplish goals and be more present on the high school campuses and in the community.

# KEY PERFORMANCE INDICATORS 4, 5 & 6: Degree, Certificate and Transfer

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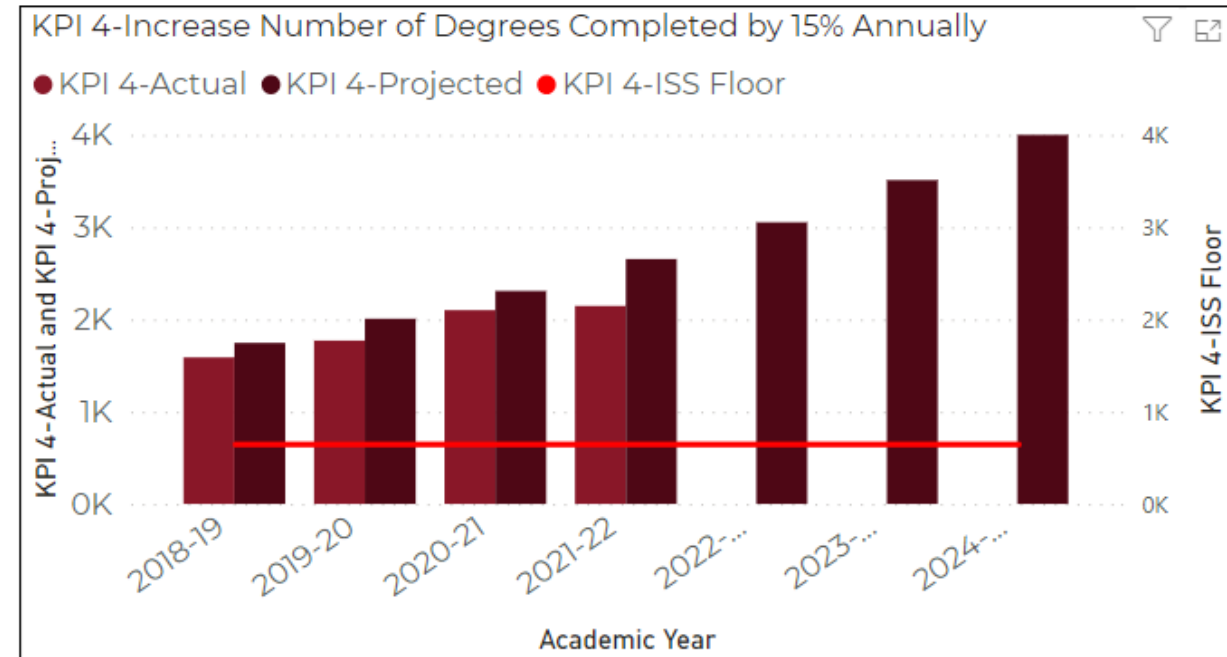
# KPI 4: INCREASE NUMBER OF DEGREES COMPLETE BY 15% ANNUALLY

## Highlights 2021-22

- Actual = 2146
- Projection = 2654

## Concerns

- Slight increase by 2% from 2020-21



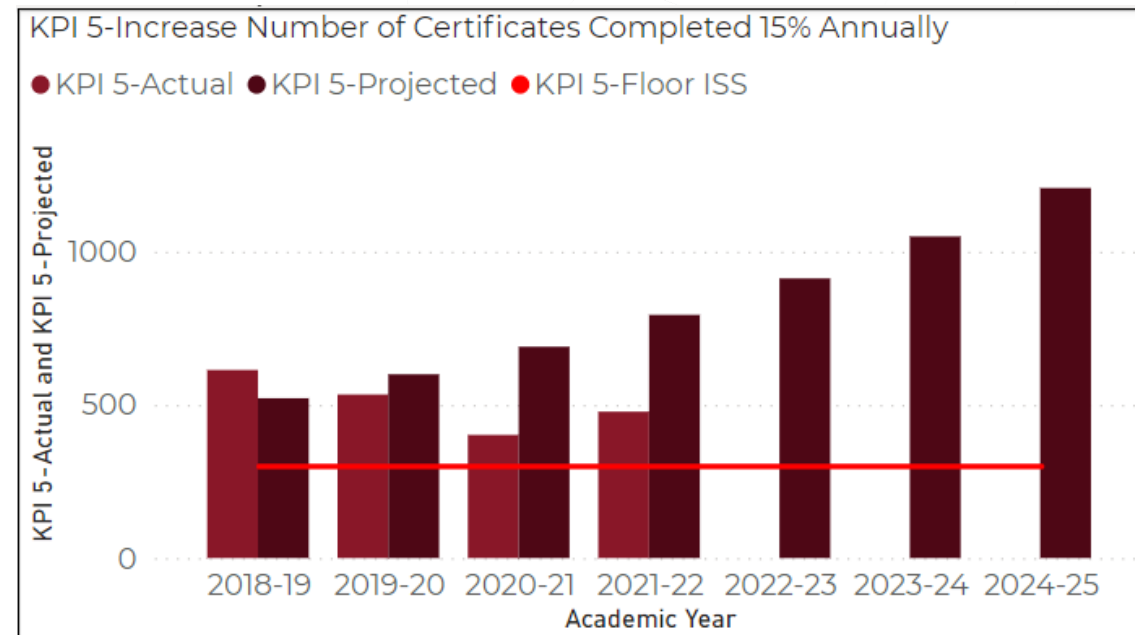
# KPI 5: INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY

## Highlights 2021-22

- Actual = 478
- 19% increase from 2020-21

## Concerns

- Projection = 794
- 40% below projected



# TAKE AWAYS

## KPI 4 & 5 Take Aways:

- The pandemic was devastating for degree/certificate completion and we will continue to see the aftermath for years.
- The numbers could have been worse; as bad as it has been, there are signs of improvement—moving in the right direction.
- APC had a Scheduling Retreat (Feb. 8/9) centered around Guided Pathways and Student Success. We have moved to year-round scheduling to help students plan and ensure courses are available when they need them.
- The Pathways & Enrollment Management Workgroup are addressing retention, success and completion strategies.

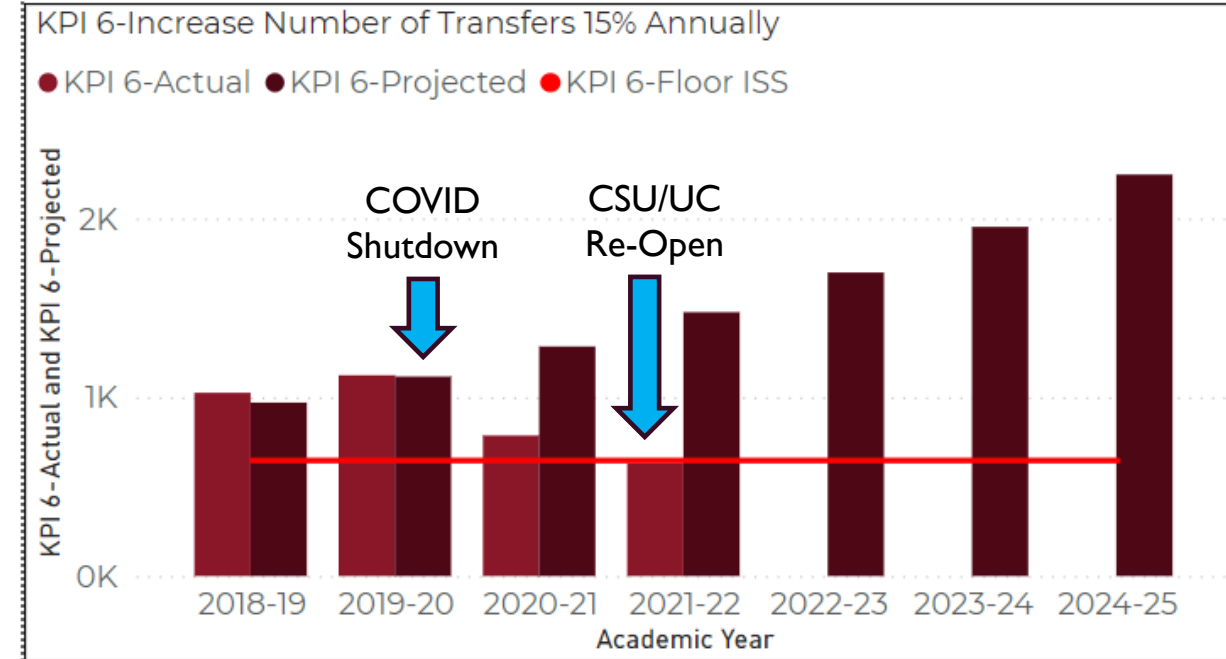
# KPI 6: INCREASE THE NUMBER OF TRANSFERS BY 15% ANNUALLY

## 2021-22 Highlights

- Fall 2022 Transfers = 631
- Projection  $n = 1476$

## Concerns

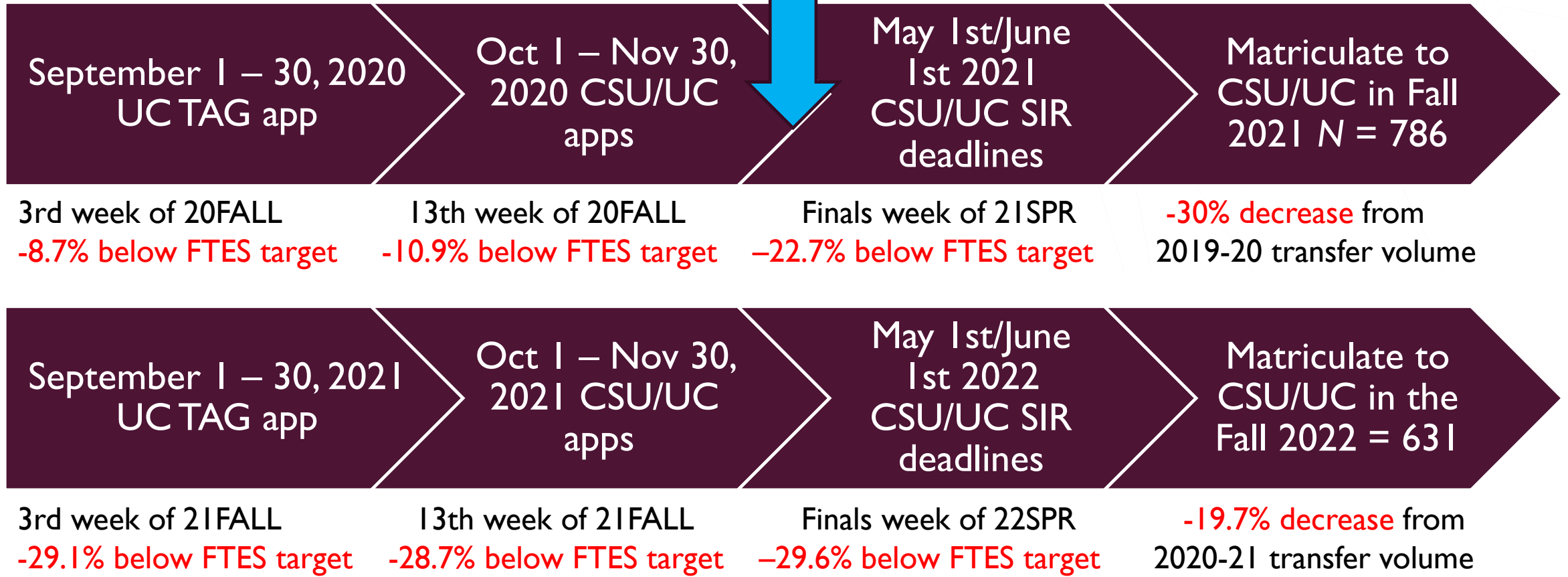
- Below ISS floor
- Decrease by 19.7% from 2020-21



<https://www.norcollege.edu/sd/ie/ir/Pages/strategic.aspx>

CSU/UC announce 21FALL safe return  
plans for mostly in-person classes

# UNPACKING KPI 6 VOLUME OF TRANSFER STUDENTS



1/10/2025

6

\*Data taken from Dr. Parks' Mustang Monday Memos 9/7/21, 11/15/21, 6/6/22



# KPI 6 VOLUME OF TRANSFER STUDENTS - ACTION PLAN

- Expand transfer support by incorporating additional educational advisors to support Transfer Center services.
- Increase support during peak transfer application periods.
- Increase Transfer Center workshop availability.
- Enhance Transfer Center reception support by developing one centralized Counseling & Transfer Center reception desk.
  - Answer general questions
  - Make referrals
  - Schedule appointments/workshops
- Address students concerns about the costs of transferring to a university.
- Develop case management model to reduce "housekeeping barriers" (application, FAFSA, TAU, transcript, IGETC/CSUGE cert deadlines) that impede students transfer. 1/10/2025

# KEY PERFORMANCE INDICATORS 13, 14, AND 15

COLLEGE COUNCIL

MAY 11, 2023



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# PRESENTERS

- Institutional Effectiveness Office:
  - Greg Aycock
  - Caitlin Busso
  - Charise Allingham

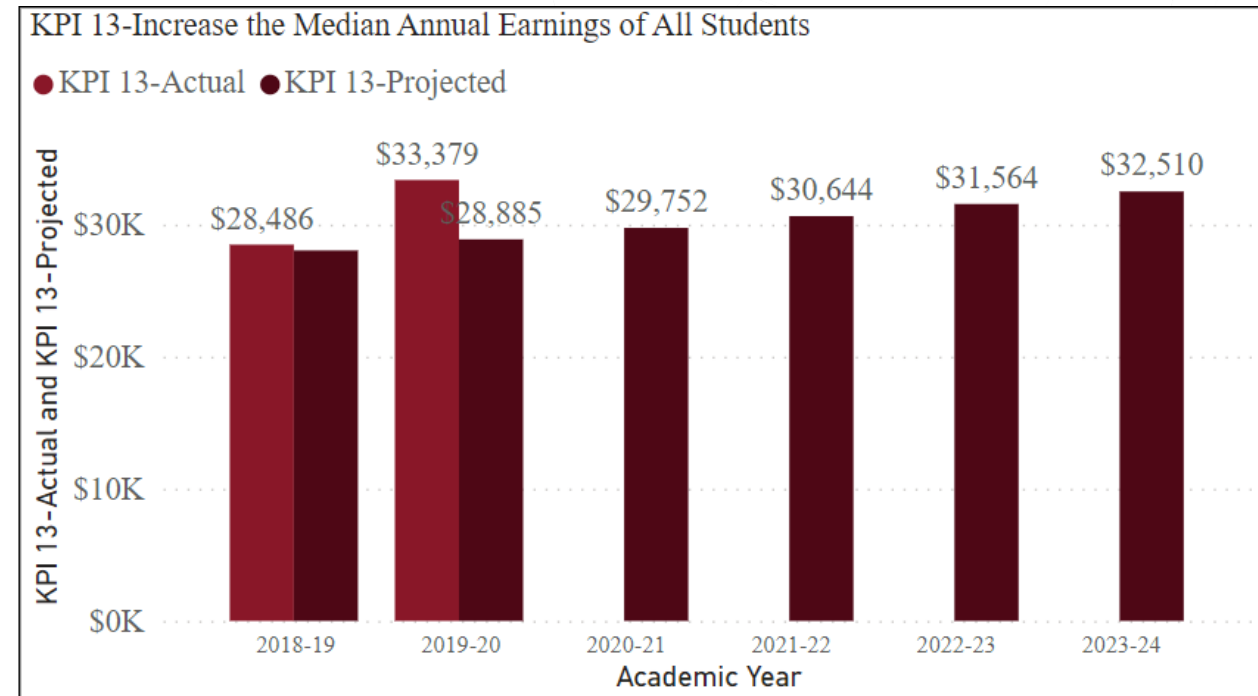
- Data Coaches:
  - Eric Doucette
  - Ashlee Johnson
  - Brittnee A. Quintanar

- Conveners:
  - Ashley Etchison
  - Juan Gonzalez

# KPI 13: INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS

## Highlights 2019-20

- Actual  
=\$33,379
- Projection  
=\$28,885



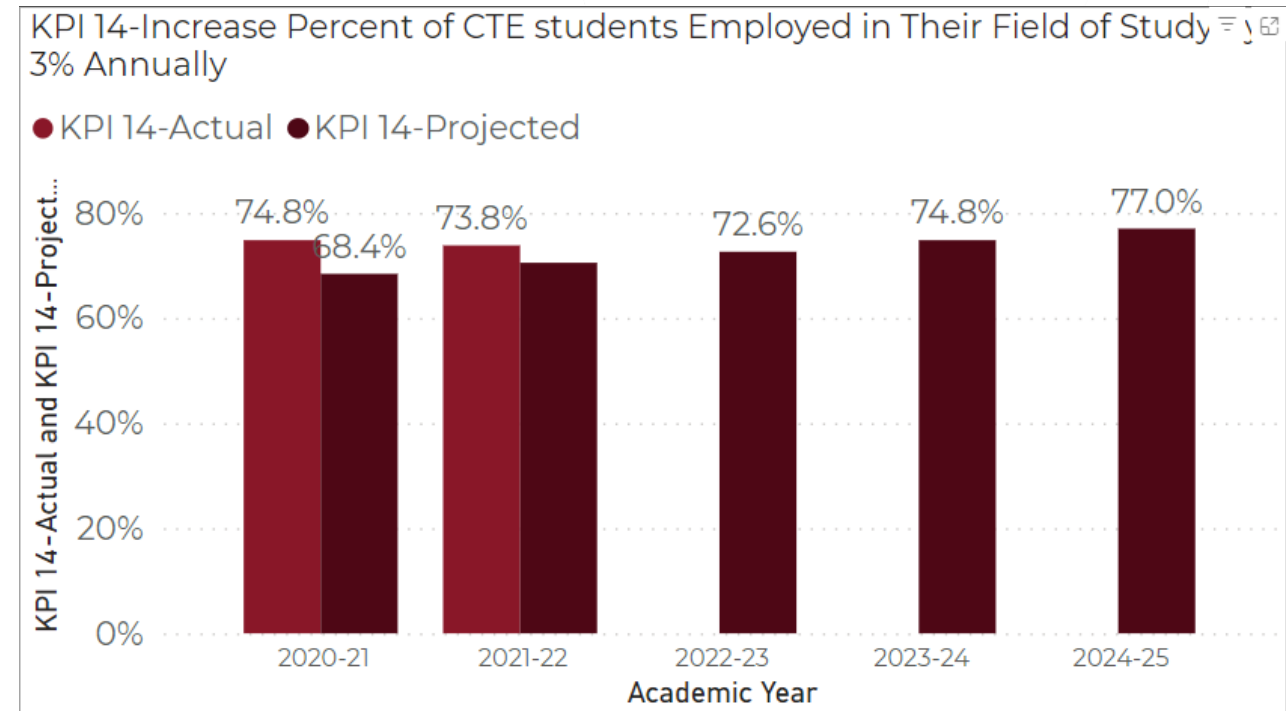
# KPI 14: INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY

## Highlights 2021-22

- Actual = 73.8%
- Projection = 70.5%

## Trend

- 2018-2019 Actual (baseline)=64.5%



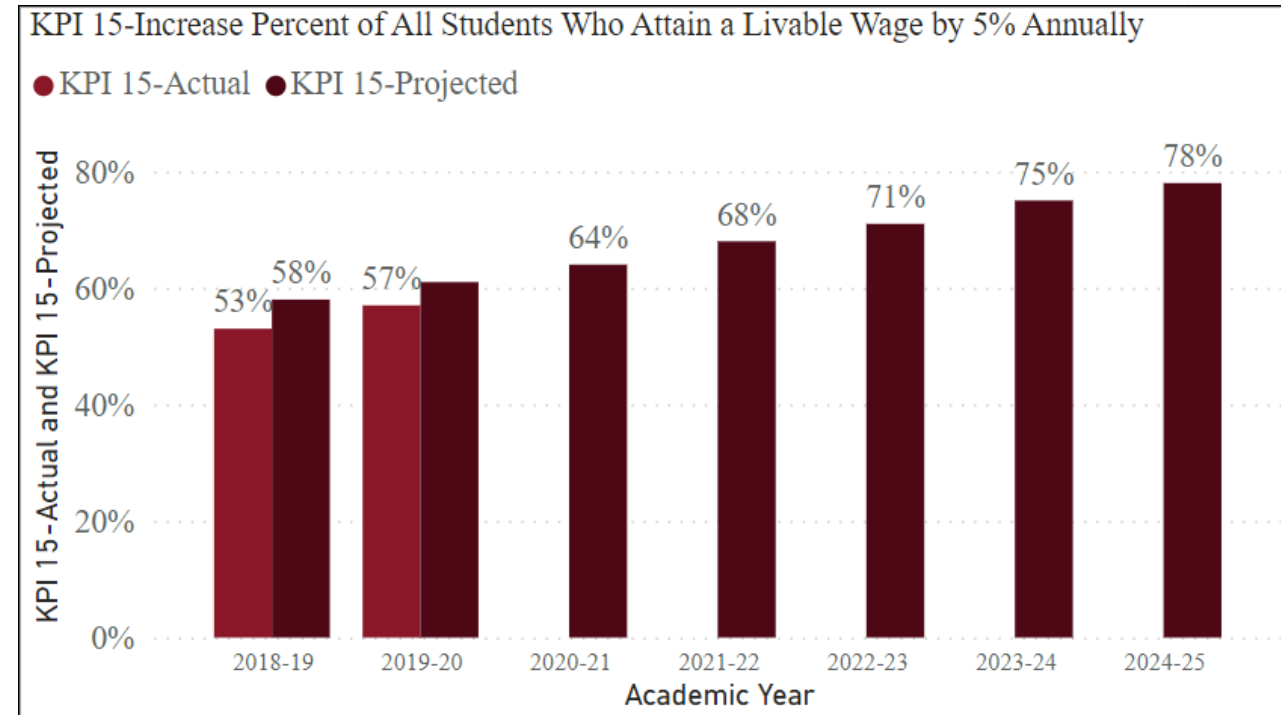
# KPI 15: INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY

## Highlights 2019-20

- Actual = 57%
- Projection = 61%

## Concerns

- Below projection, but increase from last year



# TAKEAWAYS & ACTION PLAN

- CTEOS Survey – 2019-2020 data
  - Increase CTEOS Survey Response
- Difference in students employed in their field of study vs attaining a livable wage
- Increasing access to employment services/Apprenticeship
  - Employment Placement Coord./Apprenticeship Director
  - NC Connect/Job Speaker
  - Regional Goals
- Embedding Certifications for wage increases

# KEY PERFORMANCE INDICATORS: EQUITY KPIS 8-12

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# PRESENTERS

- Institutional Effectiveness Office:

- Greg Aycock
- Caitlin Busso
- Charise Allingham

- Data Coaches:

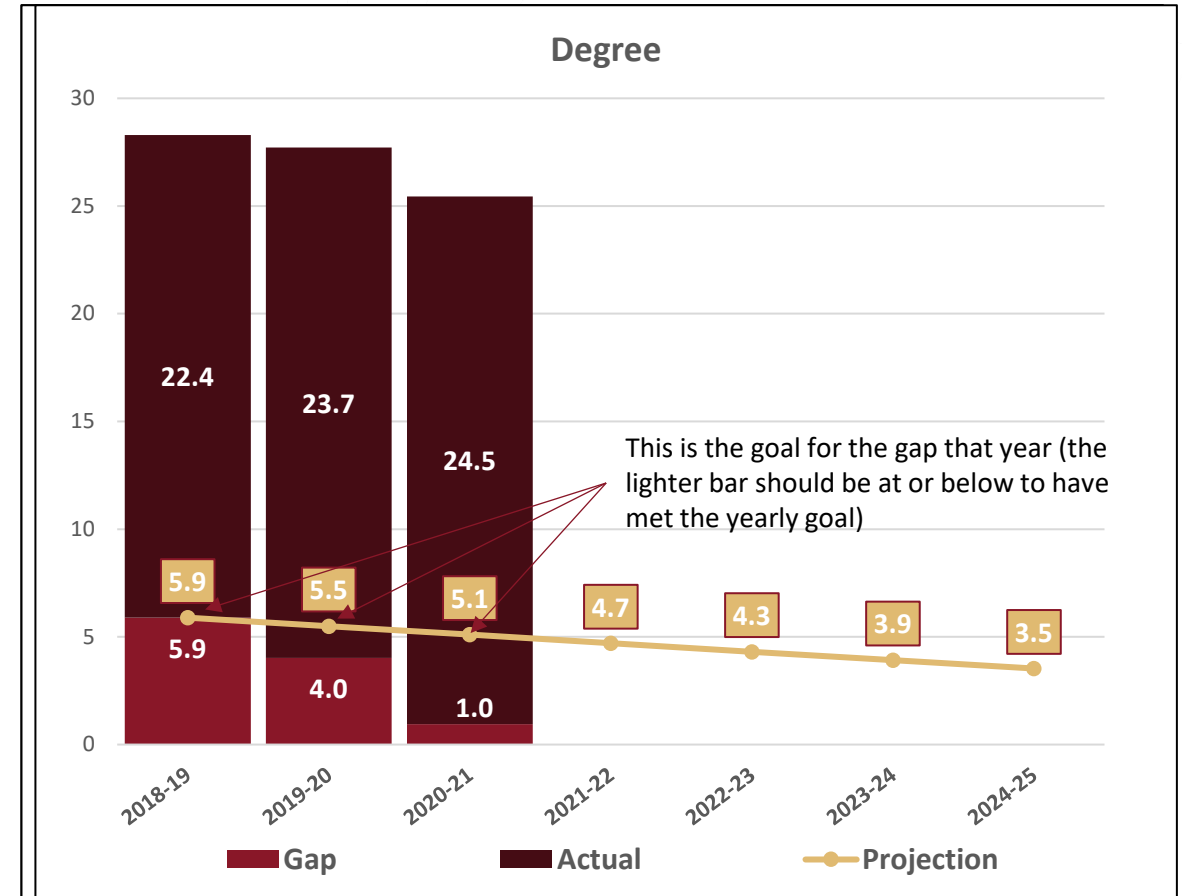
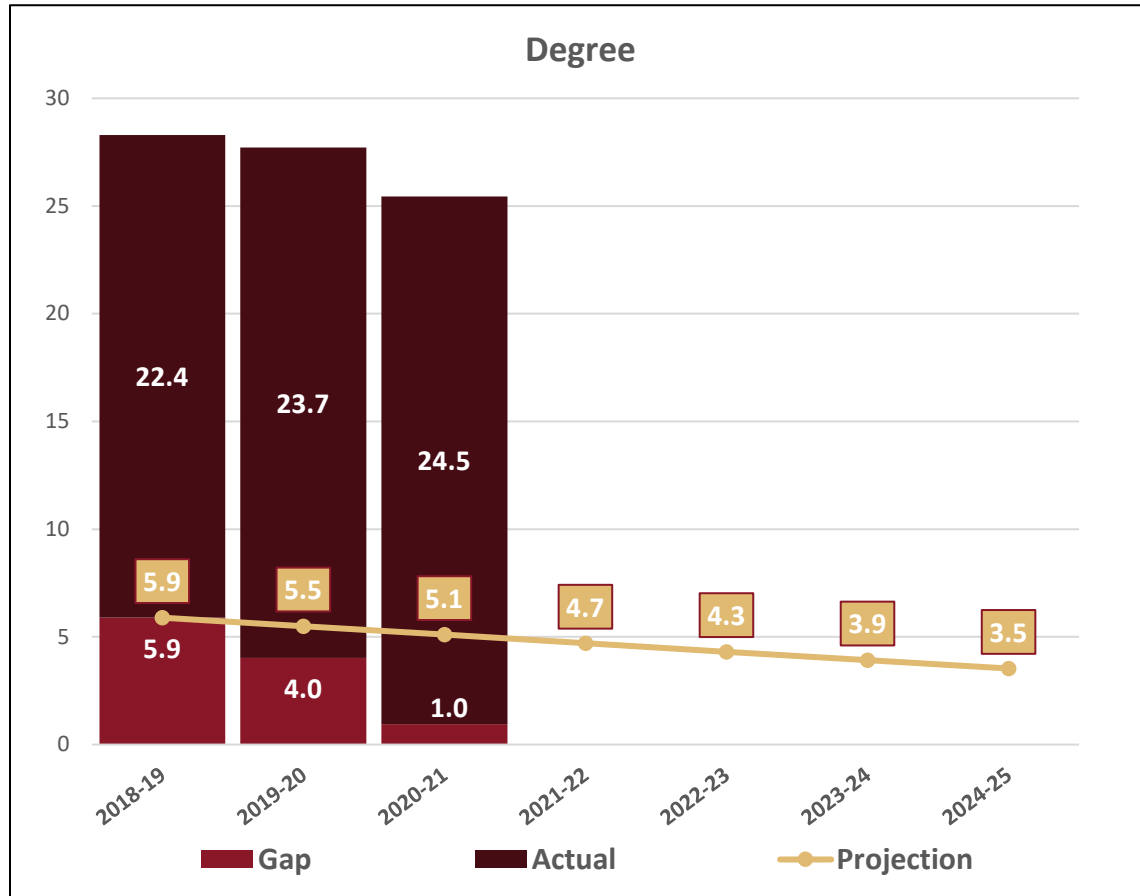
- Steven Camacho
- Charise Allingham
- Kara Thorsen Zamiska
- Daniel Turrubiarres

- Conveners:

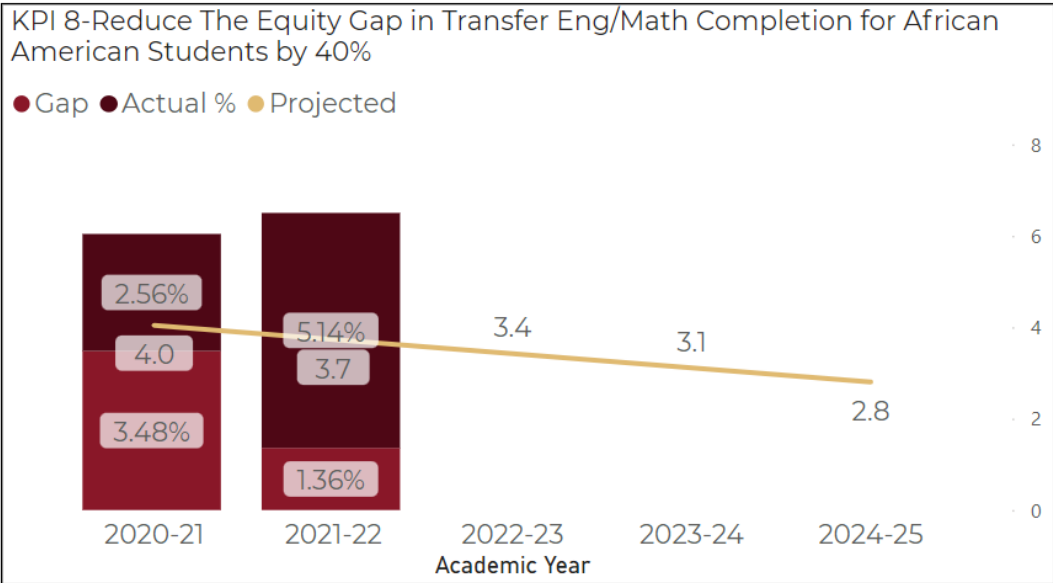
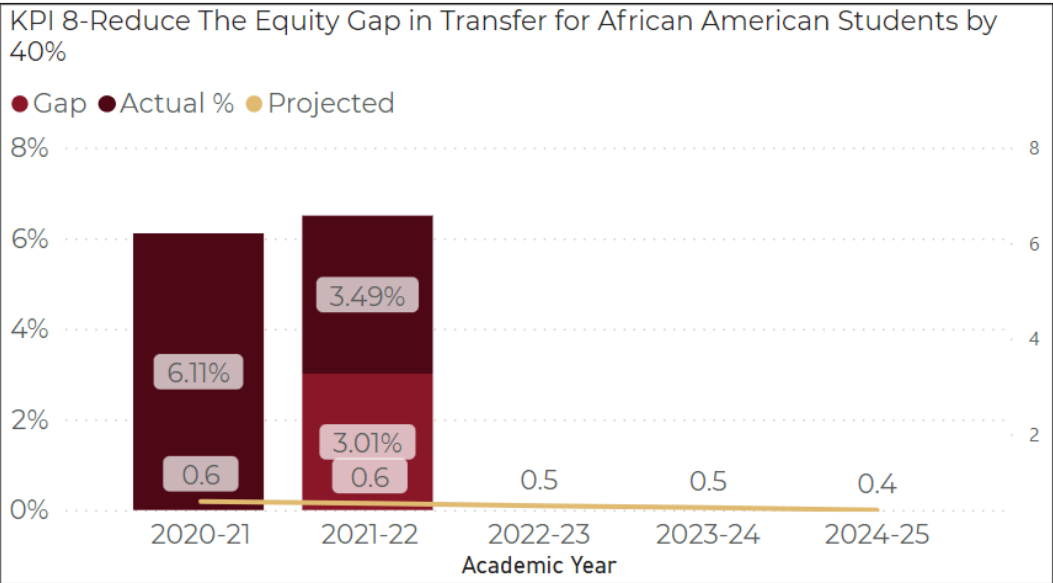
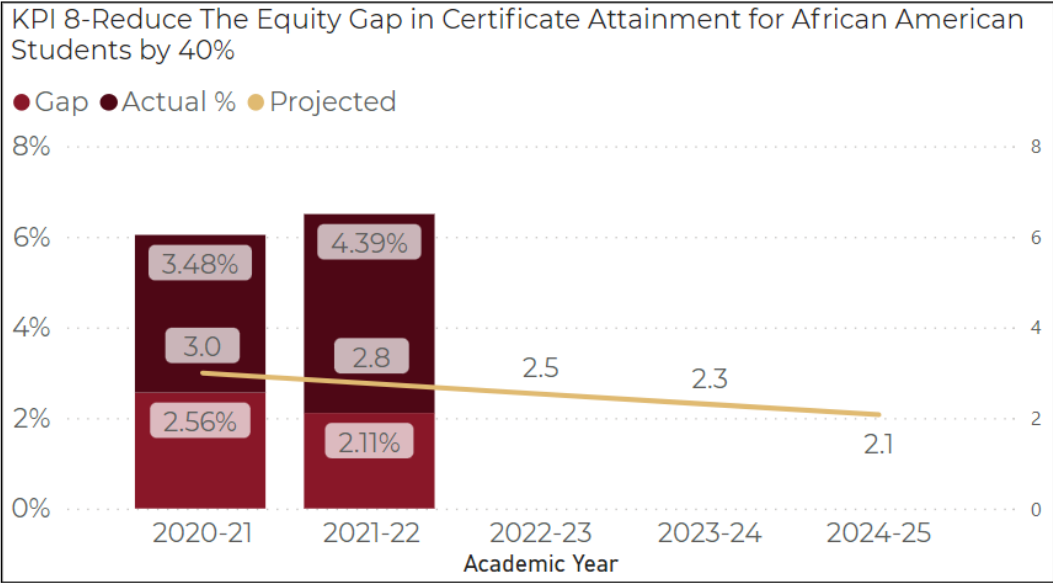
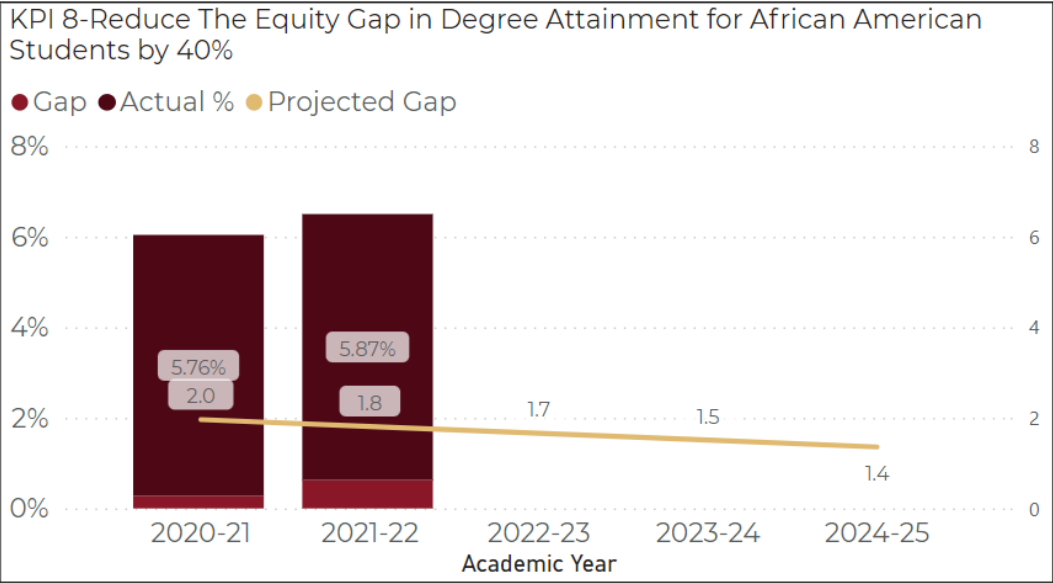
- Tenisha James
- Cameron Young
- Daniela McCarson

# HOW TO READ KPI (KEY PERFORMANCE INDICATOR) EQUITY REPORTS

## EXAMPLE: MEN OF COLOR IN DEGREE ATTAINMENT



# KPI : 8 REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%



KPI : 8

REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%

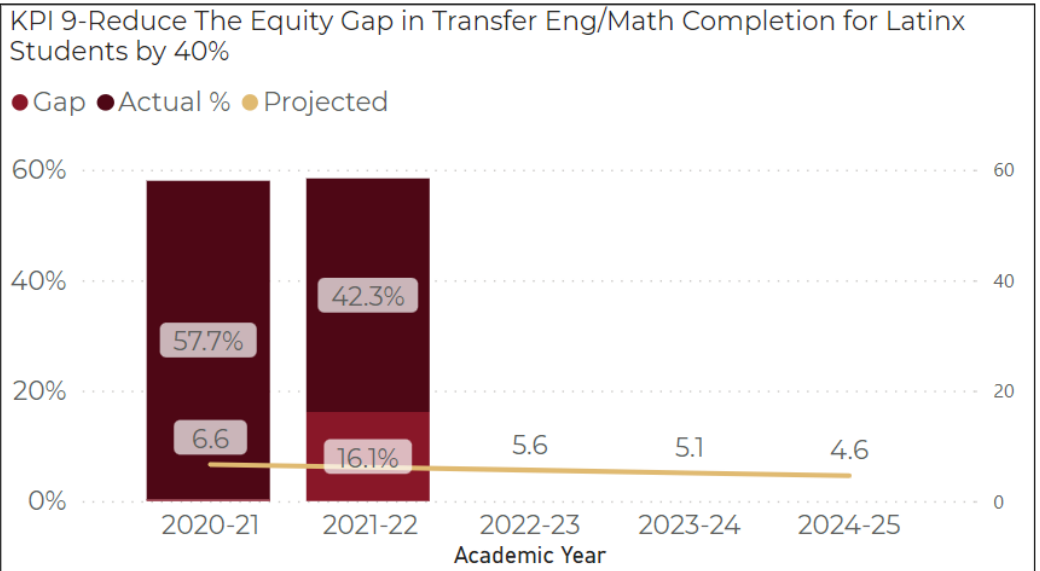
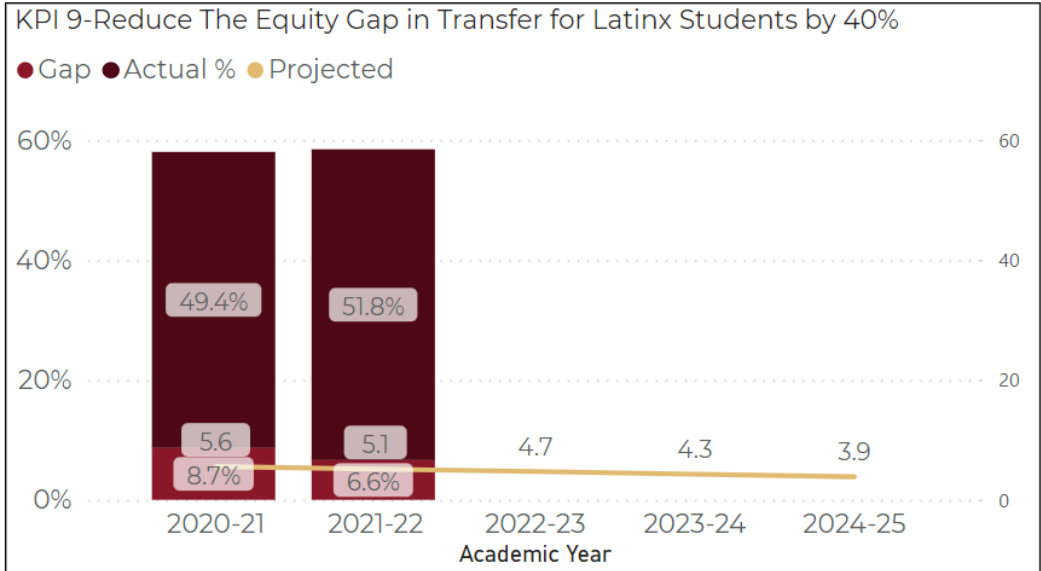
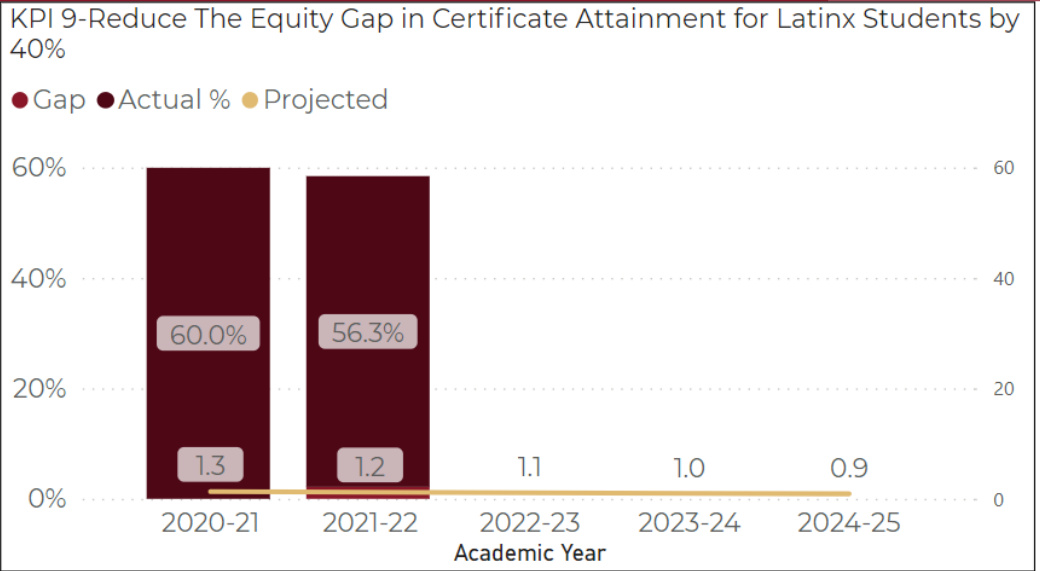
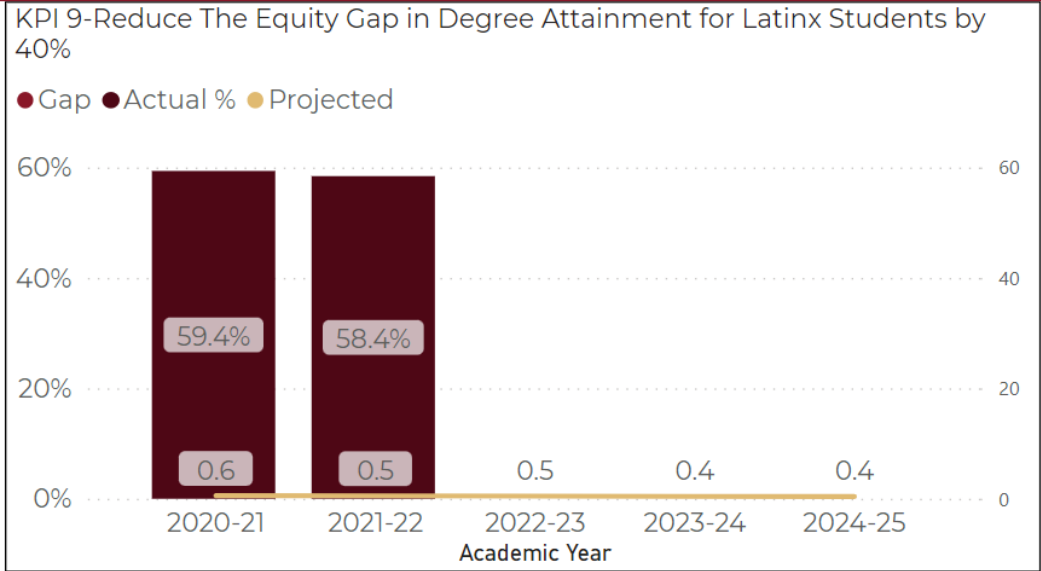
## Highlights

- Black/ African American students make up 6.5% of the college population
- Degree, Certificate and Transfer math/English are on track and below the projected gap.

## Concerns

- 3% gap in Transfer, well above the projected 0.6%

# KPI : 9 REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%



KPI : 9

REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%

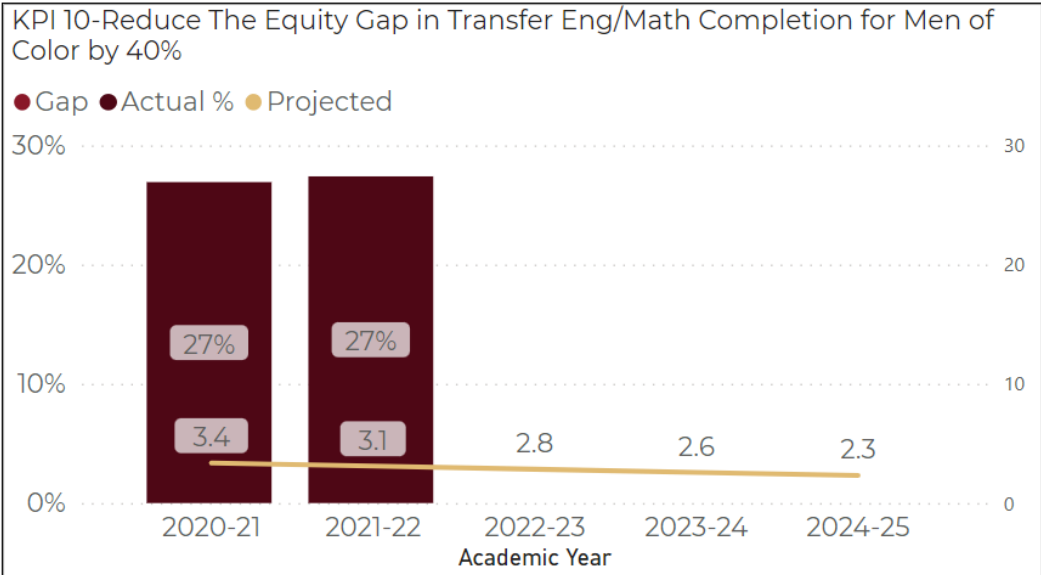
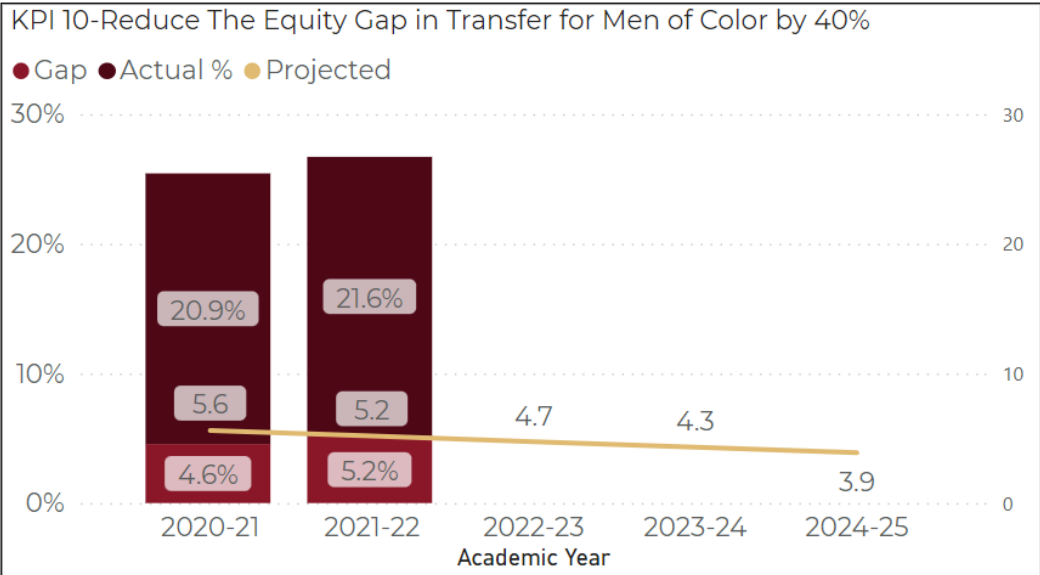
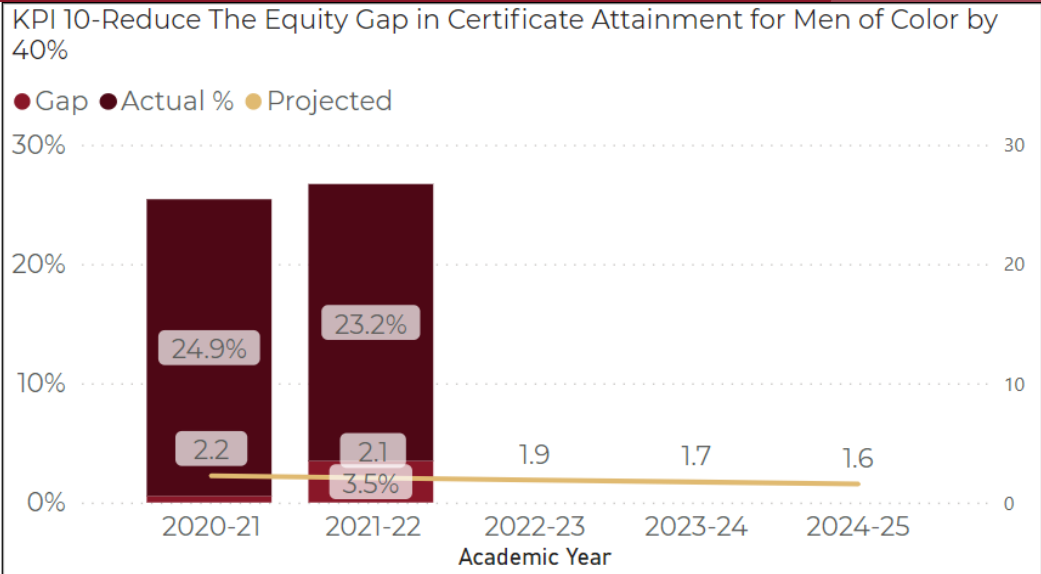
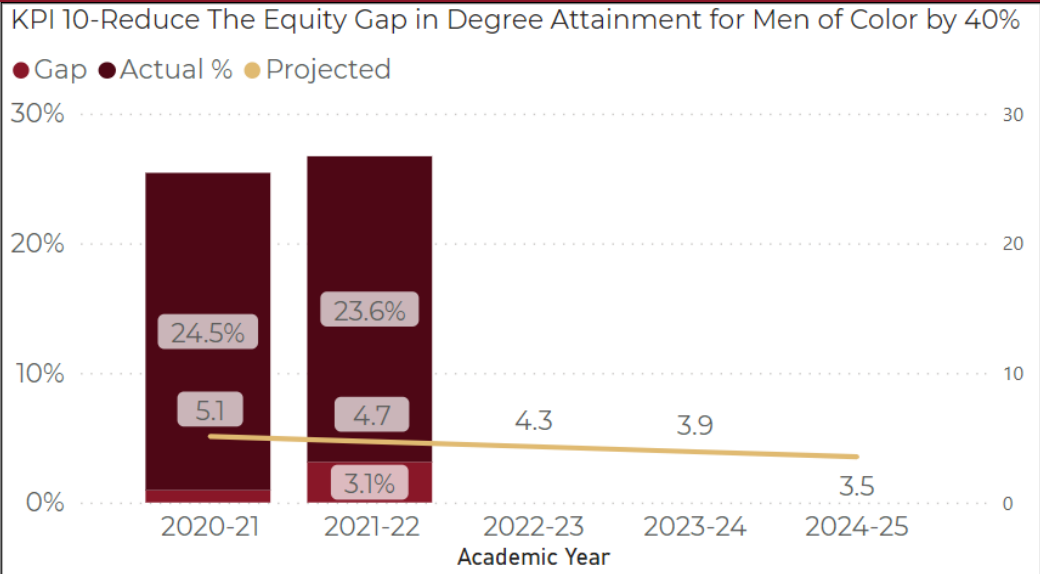
## Highlights

- LATINX Students make up 58% of our population
- Gap in Degree attainment is basically eliminated

## Concerns

- 16.1% Gap in Transfer English and Math in the first year.

# KPI :10 REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%



KPI : 10

REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%

## Highlights

- MOC make up 28.2% of our student population
- There is no gap for transfer Eng/Math completion for MOC

## Concerns

- The gaps for degree attainment & transfer rate have grown, though still smaller or equal to the projected gap for the year
- The gap for certificate attainment has grown and is larger than our projected gap



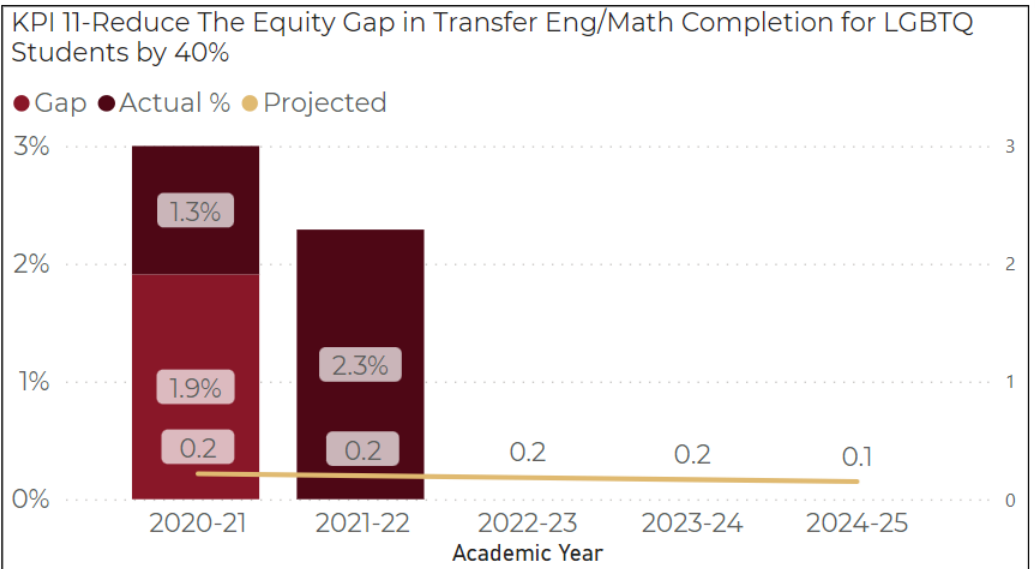
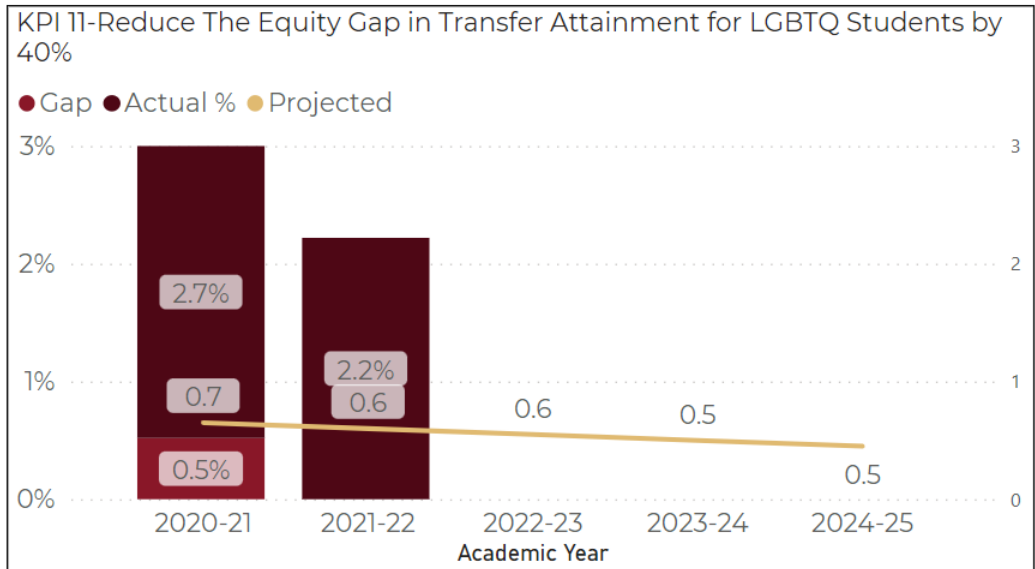
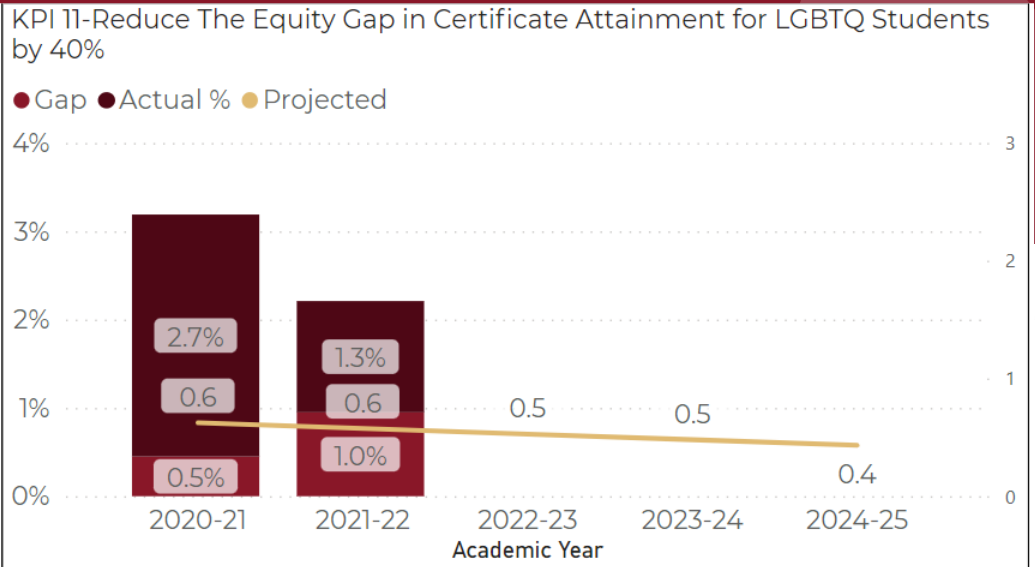
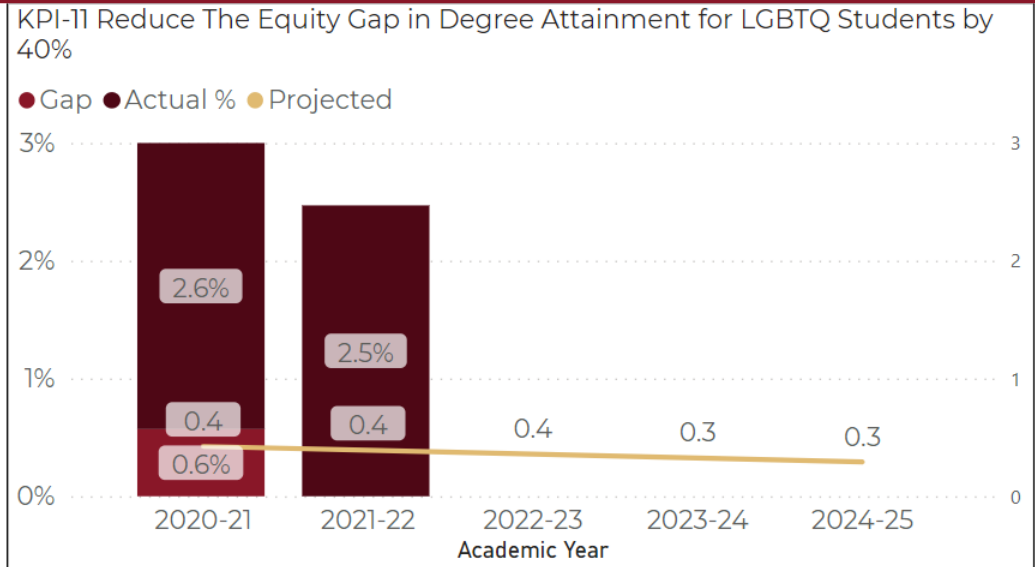
# TAKEAWAYS

- The expansion and increased services of our Equity focused programs, such as Umoja and Men of Color have strengthened our ability to successfully support our Black students, Latinx students, and Men of Color given the areas of decreased equity gaps and places where the gaps have been eliminated
- However, there are persistent and increasing gaps in specific areas that require deeper understanding of the barriers to equity
- Additionally, there is an ongoing need to understand the specific services and supports that have resulted in increased equity and how to duplicate and scale high impact practices
- Lastly, there is an increasing need to address equity services and supports for our Latinx and Men of Color student population

# ACTION PLAN

- 2022-2025 Student Equity Plan: Launch equity focused inquiry teams Fall 2023
  - Recruitment and training of team leads begins Spring 2023
  - Identify barriers to equity and opportunities to increase equity
    - Black Student Success Inquiry focused on Onboarding and Retention
      - Successful Enrollment
      - Persistence
    - Hispanic/Latinx Student Success Inquiry focused on Momentum and Graduation
      - Completion of Transfer-Level Math and English
      - Vision Completion
      - Transfer
- Creation of a Comprehensive Equity vision and department in AY 2023-2024
- Expansion of support for Men of Color/Hispanic/Latinx students through a FT Student Success Coach position
- College and District Coordinated response to Equity Audit Recommendations
- Distribution of findings from the IE Office Black Student Success Study

# KPI : 11 REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%



KPI : 11

REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%

## Highlights

- There are no gaps for 3 of the 4 metrics in 21-22
- Degree, Transfer, Math & English Completion

## Concerns

- Gap in certificate attainment has grown from 20-21 to 21-22
- Data is establishing a trend using 2 years of data and the source of collection
- The source of the data this is drawn from does not incorporate an accurate depiction of a "full" LGBTQ+ student population

# TAKEAWAYS

- Data Collection: the data that the KPI equity gap is highlighting is based on CCC Apply which has flaws innate in the application as it pertains to LGBTQ+ students. The wording of the CCC application can turn LGBTQ+ students away:
  - Ex: Gender, on CCC Apply, "means a person's sex, or a person's gender identity and gender expression"; there are no options of gender expression, and gender identity options are: male, female, non-binary, decline to state.
    - These options need to be expanded to be more inclusive for the potential multiple identities of LGBTQ+ students. Without an option reflecting their identity, it is unclear whether students would opt "decline to state".
  - Ex: On sexual orientation, CCC Apply asks filers to state their sexual orientation as heterosexual/straight, lesbian/gay, bisexual, "other", and "decline to state". Does "other" factor in as a metric toward LGBTQ+ population? It is unclear.
- Data Collection: this data collection does not incorporate the fluidity of gender identity, gender expression, and sexual orientation of students over time; where students enter as is might not be how they finish as.
  - This makes it difficult to ascertain a complete picture of reducing equity gaps without knowing a complete LGBTQ+ population of students.

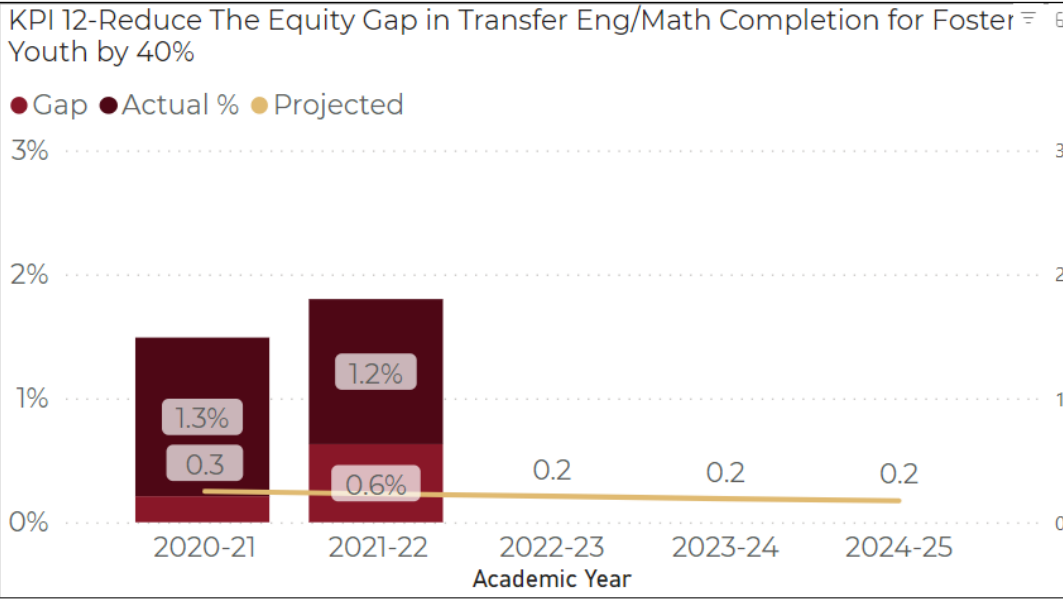
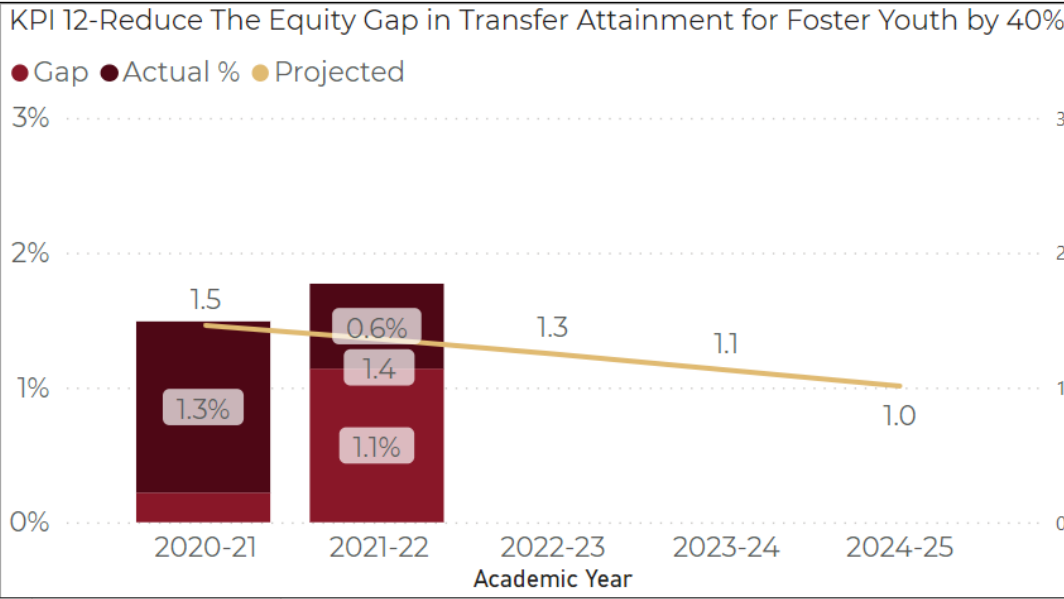
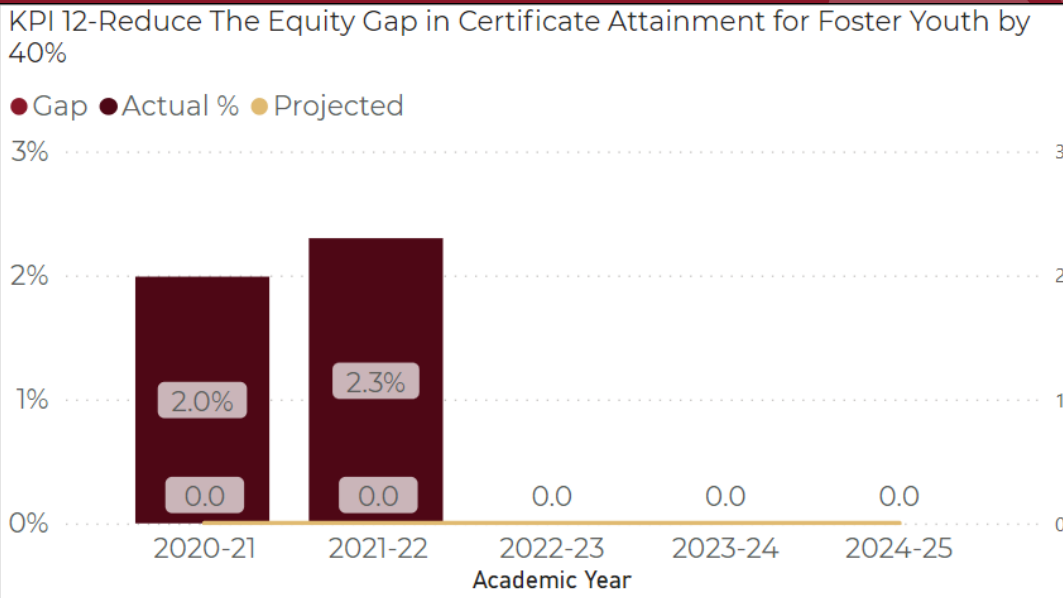
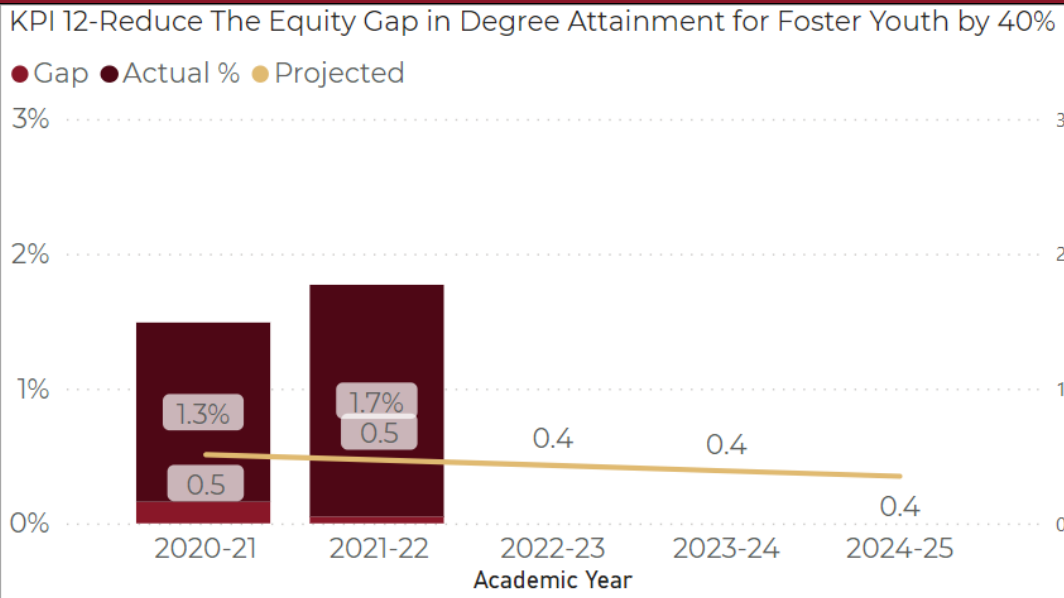
# TAKEAWAYS

- With our current system, when students pursue coursework in their application, if they do not select certificate possible, the system won't populate the varied courses necessary for certificate attainment; it will only populate for degree attainment.
  - Many programs offer the ability to attain certificates along the way of completing coursework, but the students may not know of their offerings.
- Out of the 5 demographics for certificate attainment, each demographic that has improved in achieving certificates, or has reduced the equity gap for certificate attainment, only the LGBTQ+ demographic does not have a dedicated counselor to guide students.
  - No program exists for the LGBTQ+ demographic in comparison to other KPI groups.
  - The current shared space for LGBTQ+ students to connect does not have an academic counselor.
  - The LGBTQ+ demographic does not have a personally assigned peer mentor.
  - While the LGBTQ+ demographic has a supportive community of faculty, staff, and peers, there is no dedicated funding to develop a program.

# ACTION PLAN

- Create and/or establish in-house data collection (modeled similarly to Mira Costa).
- Improved, searchable, and readily accessible database of faculty who are supportive (ALLY).
  - ALLY list is difficult to find, often outdated, and is a hot mess. Being conscientious in identifying gaps in our ALLY program.
- Promote benefits of securing certificate attainment coupled to providing sustainable living.
  - Data provided for wages in certificate attainment are based on outdated information (2020). Current economic inflation with outdated wage information may devalue certificates.
  - LGBTQ+ students often experience socioeconomic disparities and may be identifying 4-year degree attainment as more of a priority for improved living conditions without noting the socioeconomic benefits behind certificate attainment.
- Create an LGBTQ+ program with a dedicated academic counselor and mentorship support service.

# KPI : 12 REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%





KPI : 12

REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%

## Highlights

- Foster Youth are meeting metrics in degree and certificate attainment

## Concerns

- Transfer attainment metrics is met, yet there is a growing gap of 1.1%
- Monitor Transfer Eng/Math Completion

# TAKEAWAYS

- Data shows that foster youth are RESILIENT and successfully meeting data benchmarks in degrees, certificates, transfer attainment and transfer in Eng/Math, yet the gap has widened in areas of transfer.
- The transition to 100% remote online learning methods posed concerns for foster youth, particularly in English and Math.
- More foster youth seek short term academic goals such as certificates over transfer planning in order to enter into the workforce more quickly.
- Not all foster youth are pursuing a transfer pathways that requires ENG 1B and/or college level Math
- COVID-19 posed a negative impact on enrollments
- Foster Youth success in college is based on a combination of factors encompassing the following:
  - Academic preparedness and transition from high school to college
  - A supportive community
  - Consistent and stable housing
  - Life skills and decision making abilities
  - Lack of Financial Literacy
  - Student Academic Progress (SAP)

# ACTION PLAN

- Over and above services in a case management approach; multiple touch points each term via the Counselor, Student Success Coach, and Peer Mentors.
- Counselors work with students to enroll in ENG 885 (0 units) in conjunction with the English course.
- Offer increased on-campus tutoring support; alternative tutoring options online via NetTutor; and/or a dedicated tutor for Math/English in the Phoenix Scholars office to support success in Eng./Math transfer completion rates.
- Apply a holistic approach to education that considers all aspects of a student's well-being including physical, psychological, social, and emotional. Collaborate with campus resources via the Basic Needs Center; Health Services and DRC.