



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

	2013-2014	2014-2015	2015-2016	Institution-Set Standard	Target
Fall to Fall Persistence: <i>Full-time</i>	46%	52%	52%	46%	50%
<i>Part-time</i>	34%	35%	33%	34%	40%
<i>Student Success Scorecard Cohort</i>	67%	66%	64%		
Retention	87%	87%	89%	86%	90%
Course Success	70%	70%	73%	68%	70%
Basic Skills Course Success	57%	62%	61%	54%	60%
Online Course Success	62%	64%	69%	60%	65%
Degree Completions	389	452	630	337	400
Certificate Completions	146	294	228	162	200
Graduation Rate, first-time full-time	4%	13%	7%		
Transfer Rate	10%	8%	5%		

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

	2013-2014	2014-2015	2015-2016	Benchmark	
				E=external, I=internal	
Headcount	7,146	6,836	7315		
FTES (reported)	3,953	4,173	4,080		
Basic Skills Students : Credit/Non	1,274/683	828/1553	503/2282		
High School Yield	28%	31%	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	2009-2010 = 5.83	2012-2013 = 5.83	5.60	E
Support Services	2009-2010 = 5.38	2012-2013 = 5.29	5.31	E
Graduate Satisfaction	2013-2014 = 4.26	2015-2016 = 4.45	4.37	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.

	2012-2013 to 2015-2016	Target
<i>At least 1 SLO assessed</i>		100%
Courses	96%	100%
Degrees/Certifications	100%	100%
Student Services	100%	100%
<i>All SLOs assessed</i>		
Courses	89%	100%
Degrees/Certifications	88%	100%
Student Services	100%	100%
Gen. Ed. Outcomes	100%	100%

Institutional Productivity

	2013-2014	2014—2015	2015-2016	Benchmark	
Average Class Size	18.9	18.2	16.5	19.9	I
Cancelled Classes	9.5%	11.2%	6.6%	8.9%	I
Reserves as % of unrestricted fund	5.3%	6.3%	6.4%	5% minimum	E
Student-Faculty Ratio	26	26	25	27	I
Cost/FTES	\$2,404	\$2,383	\$2,342	\$2,316	I
Non-Resident FTES	4.6%	5.8%	7.3%	4.2%	I

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

	2013-2014	2014-2015	2015—2016	Benchmark	
Community Ed/Business Training Students	1,147	1,281	1,045	1,323	I
Contract Training and grant funded students	389	386	226	408	I
Community Events Supported	106	91	62	111	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. A student learning outcome (SLO) for a course, degree/cert, or student service area is considered to have been assessed if an assessment report has been submitted into the new online assessment tool for that SLO during the assessment cycle. Percent of courses assessed only takes into consideration courses that were offered during the academic year.

General education outcomes are systematically evaluated within GE courses, but evidence is also gathered in relevant degree/cert programs.

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.

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.

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.