

KEY PERFORMANCE INDICATORS

2023-24



NORCO
COLLEGE

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

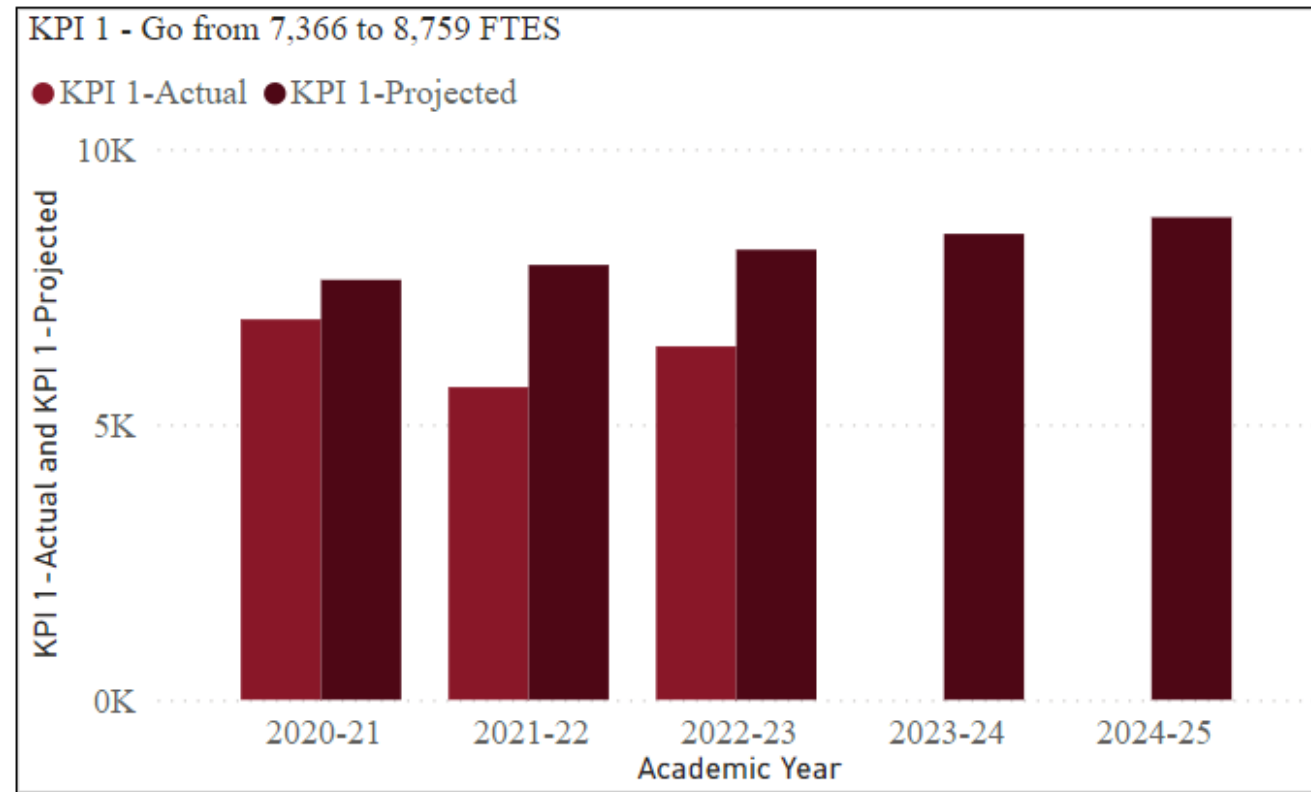
Highlights 2022-23

- Actual = 6417
- Projection = 8172

Focus

- Significantly below target but starting to rebound.

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



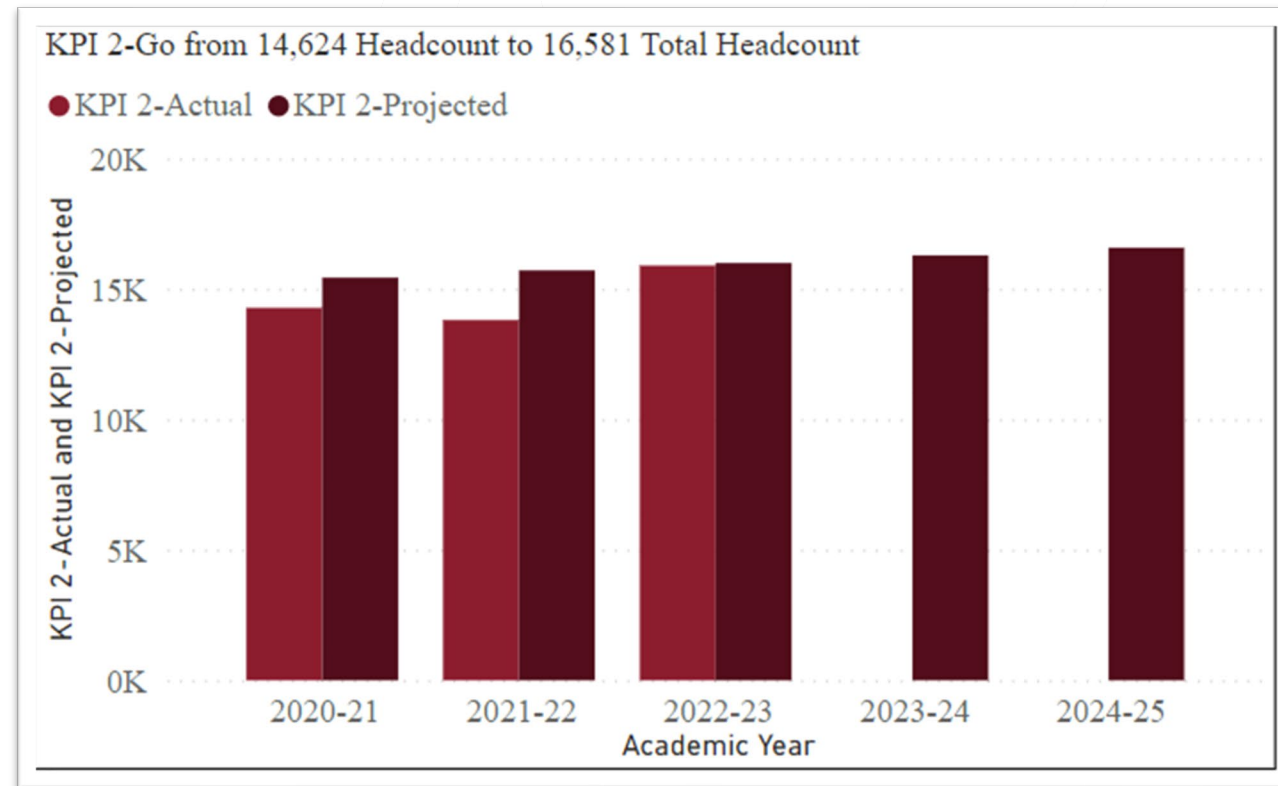
KPI 2: GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT

Highlights 2022-23

- Actual = 15,899
- Projection = 15,996

Focus

- First year that we are (almost) meeting target



KPI 1 AND 2: ACTION PLAN

- Workgroup is creating a Strategic Enrollment Management Plan for Norco College with two goals
 - Focus on the entire student journey
 - Enrollment management is a college-wide responsibility
- Key Points:
 - Grounded in the Loss Momentum Framework:
 - Connection, Entry, Progression, Completion, Transition
 - Key Strategic Efforts:
 - Online, Noncredit, Dual Enrollment, Rising Scholars

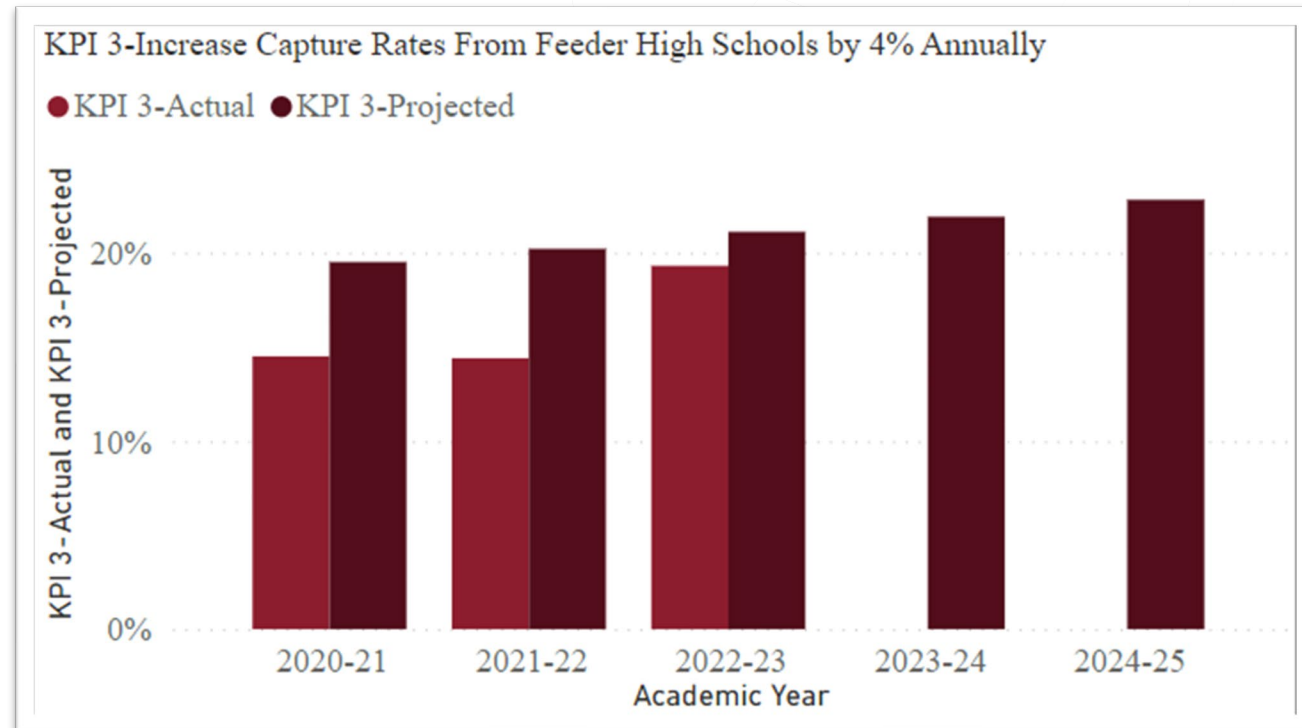
KPI 3: INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY

Highlights 2022-23

- Actual = 19.3%
- Projection = 21.1%

Focus

- Strong trend toward closing gap



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

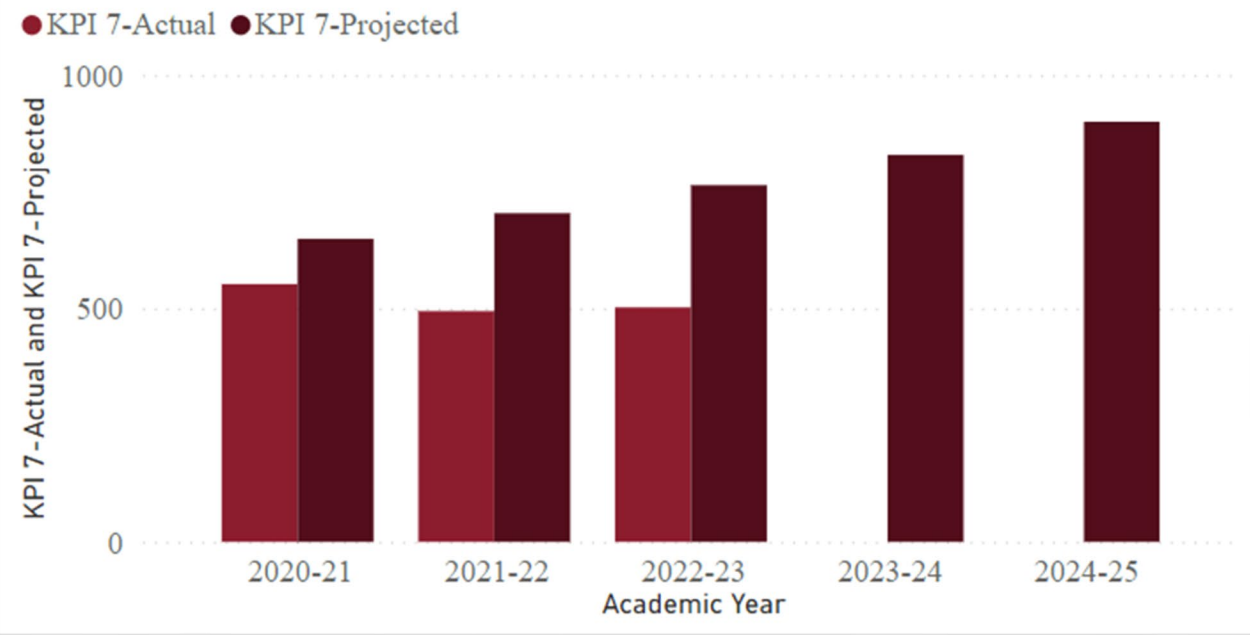
Highlights 2022-23

- Actual = 502
- Projection = 764

Focus

- Number of FTFT has plateaued, but the % has plummeted

KPI 7-Increase the Number of First-Time Full-Time Enrolled Students from 508 to 900

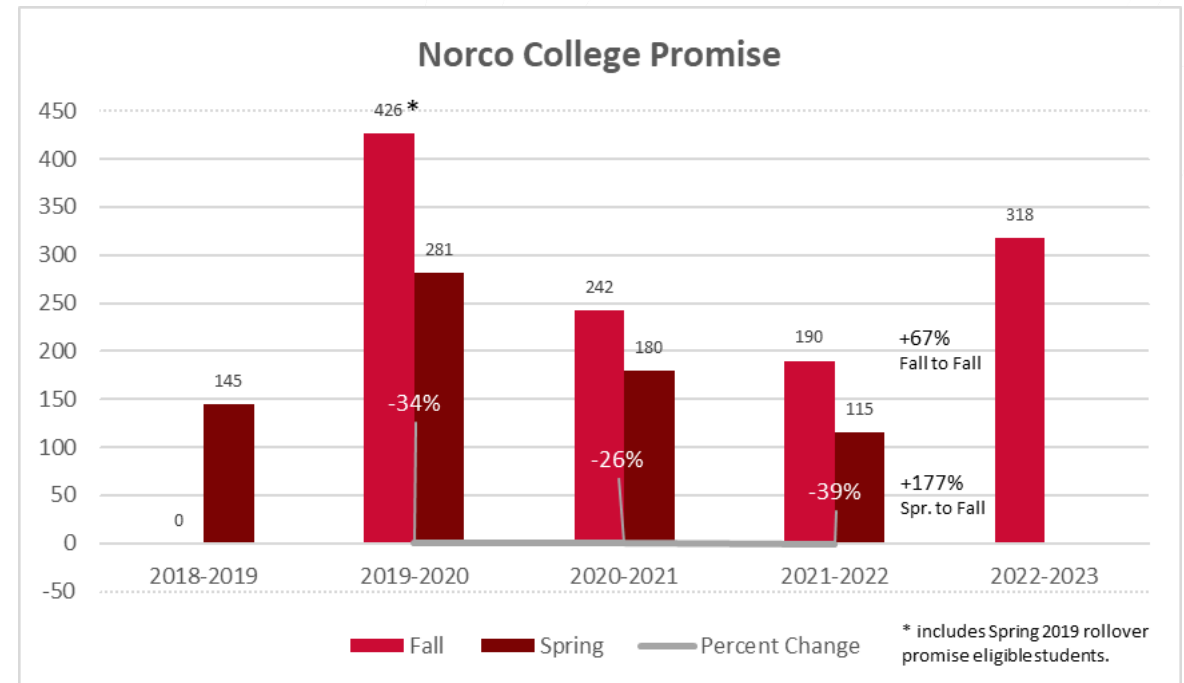


KPI 3 AND 7 ACTION PLAN

- Workgroup established through Student Support Council to reimagine and improve Norco Advantage and the Promise Program by end of Fall 2023
- Promise Program expanded from one year to two years in length (and reached full capacity in Fall 2023 with 410 students)

Outreach Efforts

- High school & community tabling
- Regular on-campus tours
- New outreach events calendar
- Application workshops, Information workshops (including parent nights), and In-person orientations (on and off campus)



Action Plan: Further Funding Permitted

- ✓ **Maintain 2-Year Promise Program**
- ✓ **Integrate CNUSD partners in new student planning and onboarding efforts**

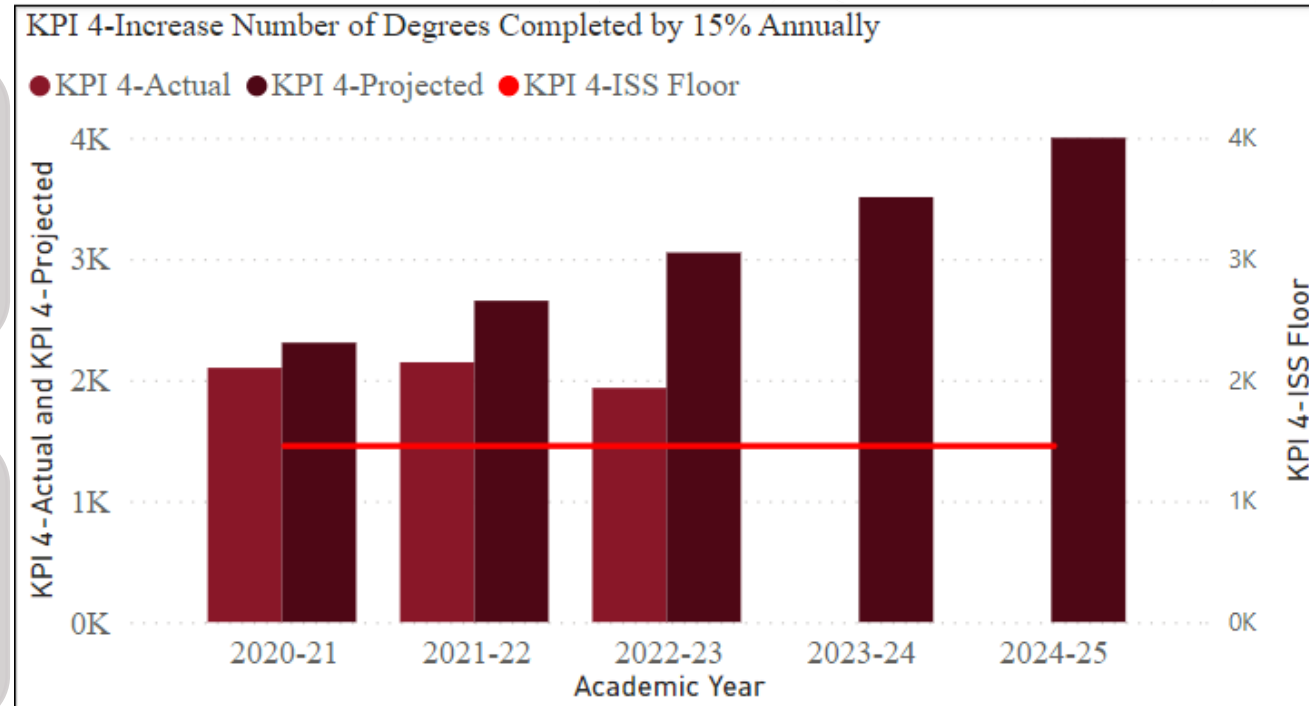
KPI 4: INCREASE NUMBER OF DEGREES COMPLETE BY 15% ANNUALLY

Highlights 2022-23

- Actual = 1934
- Projection = 3052

Focus

- 36% below projection



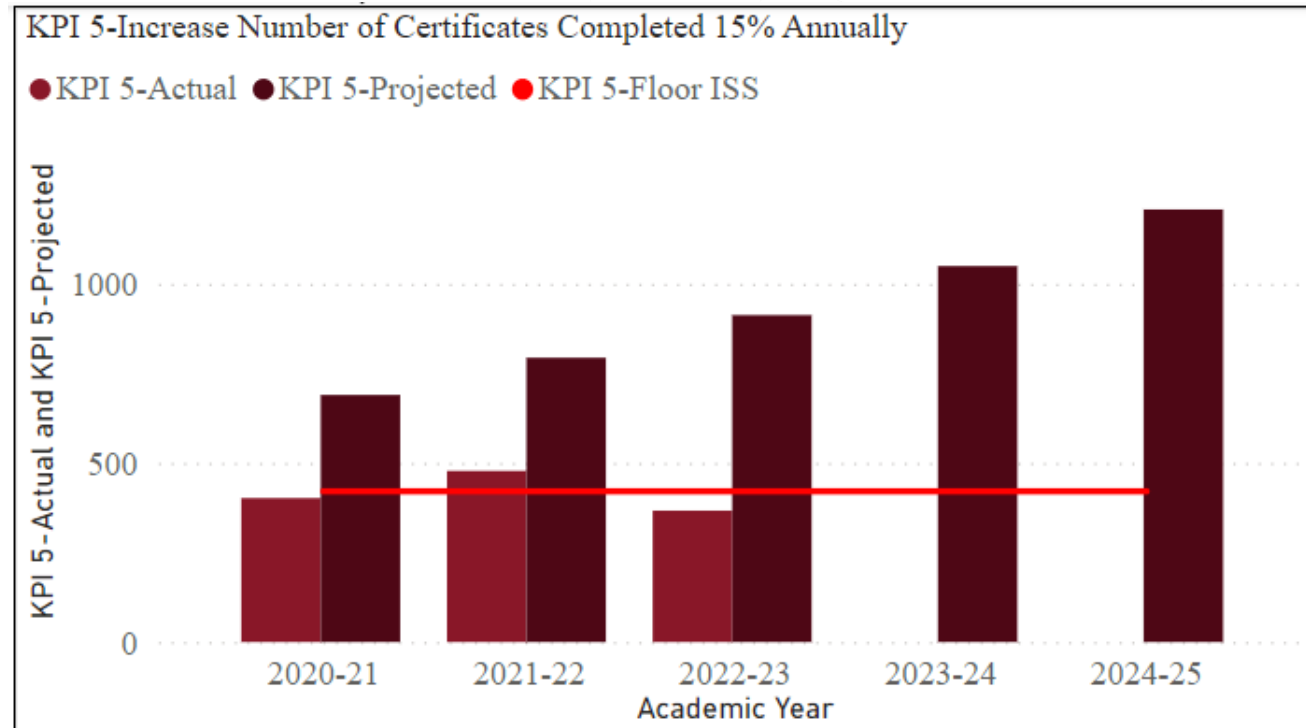
KPI 5: INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY

Highlights 2022-23

- Actual = 367
- Projected = 913

Focus

- Below ISS
- 60% below projection



KPI 4 & 5 TAKE-AWAYS

KPI 4 & 5 Take Aways:

- Enrollment is improving however, we are seeing a delayed effect from the pandemic.
- APC has moved to year-round scheduling to help students plan and ensure courses are available when they need them, according to course rotations.
- The Pathways & Enrollment Management Workgroup are addressing retention, success and completion strategies.
- Recommendation: reevaluate Institutional Set Standards post-pandemic.

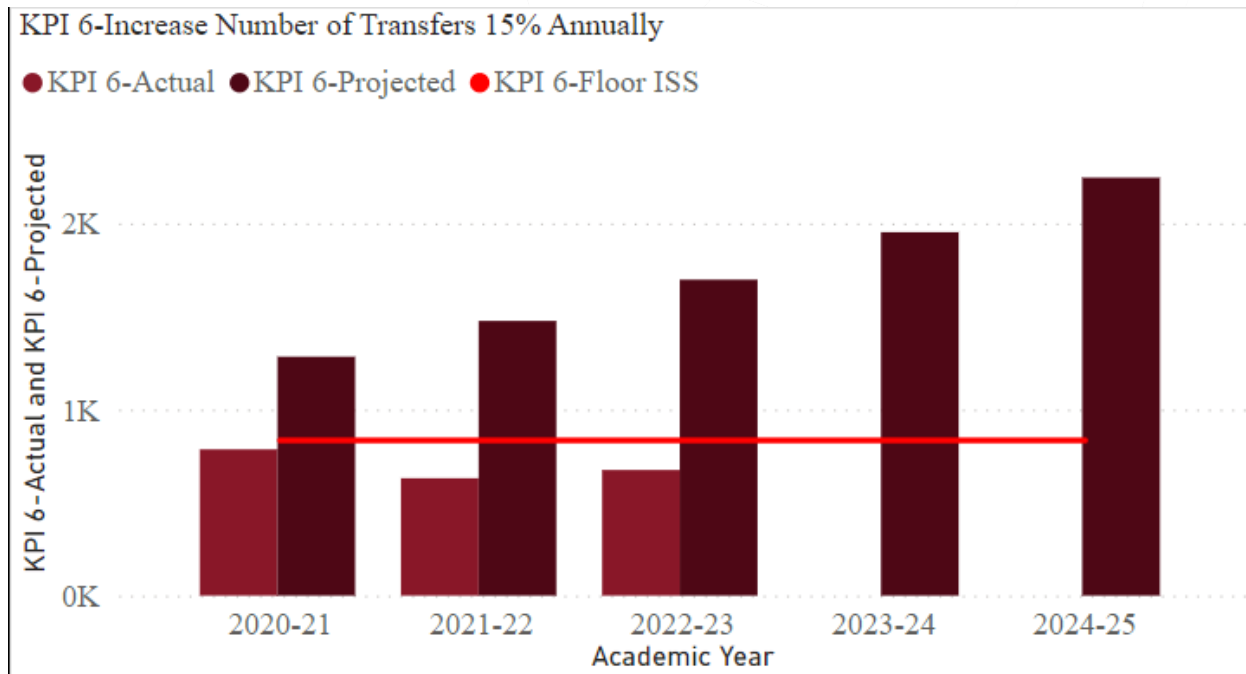
KPI 6: INCREASE THE NUMBER OF TRANSFERS BY 15% ANNUALLY

2022-23 Highlights

- Actual= 675
- Projection= 1698

Focus

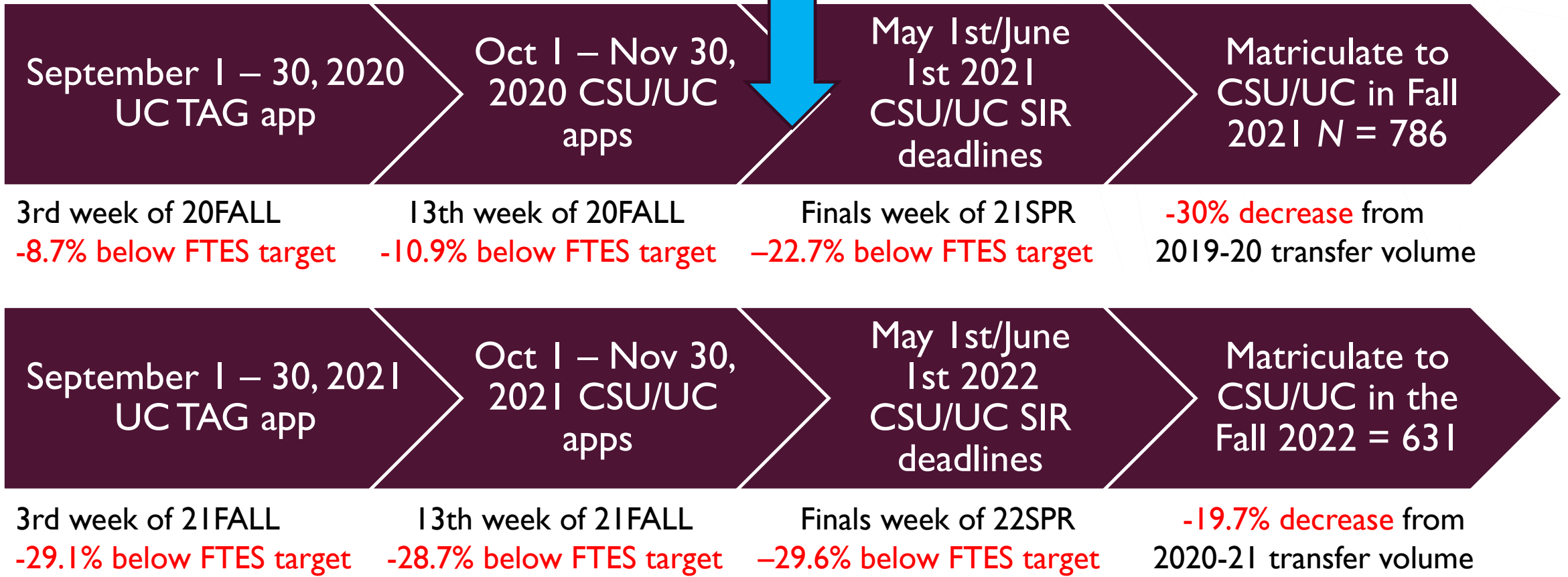
Below ISS of 834



<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



*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 reception desk for both Transfer Center and the Academic Counseling & Career Development Center.
 - 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. 6/6/2024

KEY PERFORMANCE INDICATORS: EQUITY KPIS 8-15

COLLEGE COUNCIL



NORCO
COLLEGE

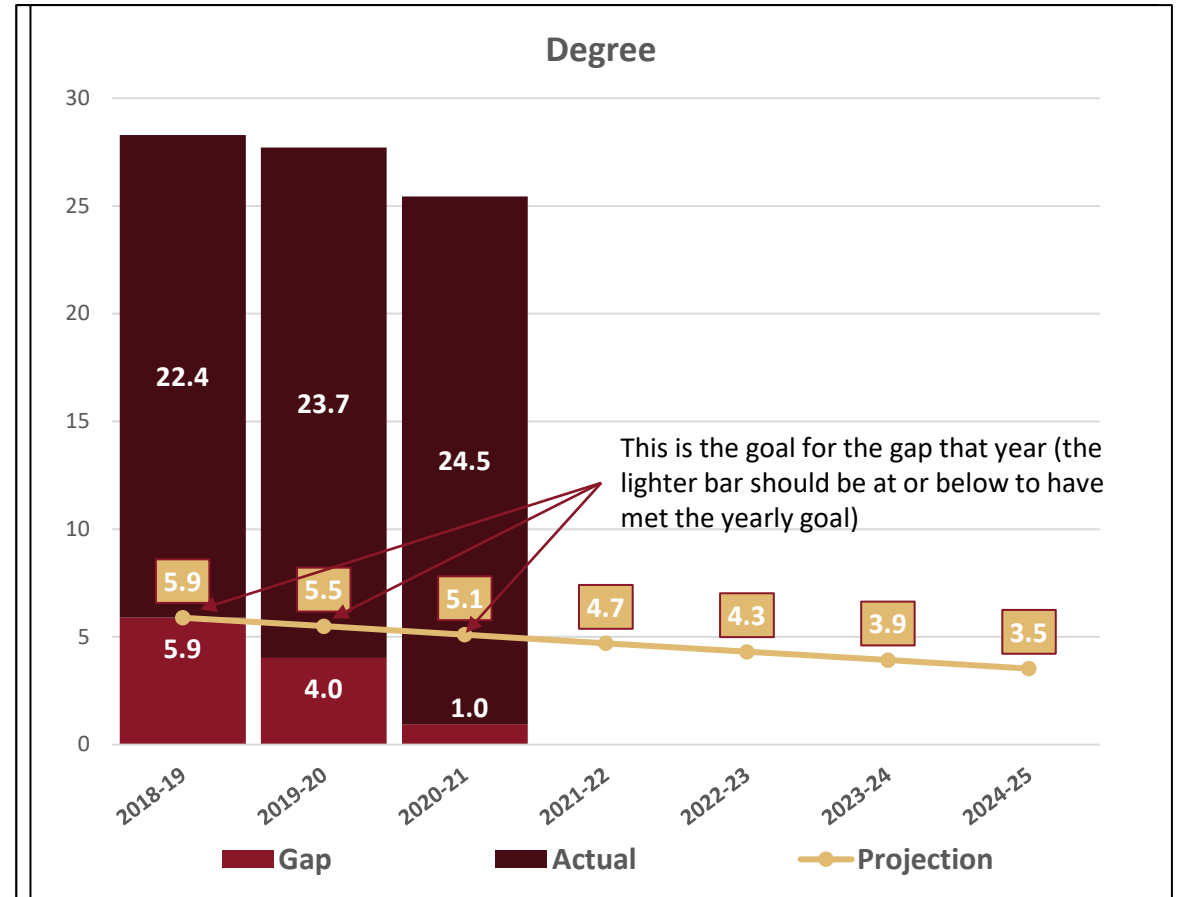
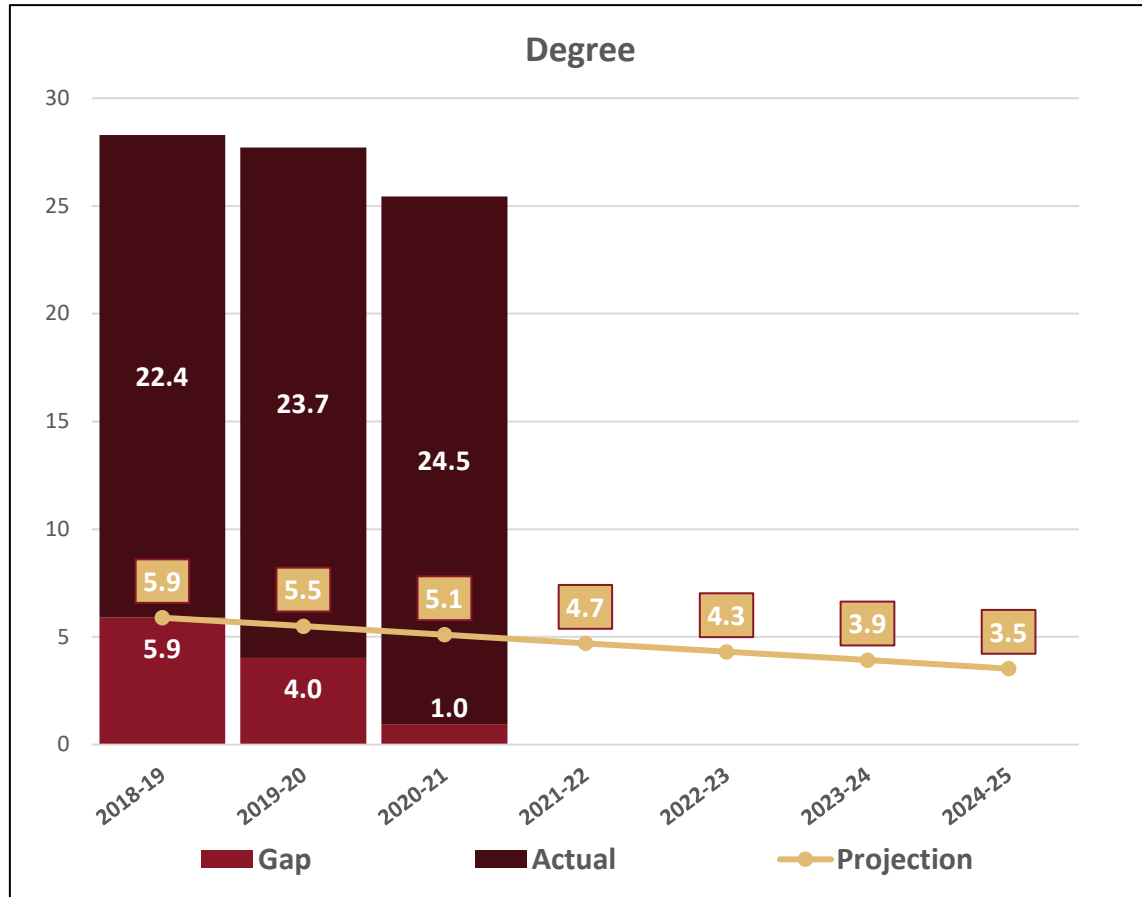
PRESENTERS

- Institutional Effectiveness Office:
 - Greg Aycocock
 - Caitlin Busso
 - Charise Allingham
- Conveners:
 - Natalie Aceves
 - Daniela McCarson
 - Paula Barrera

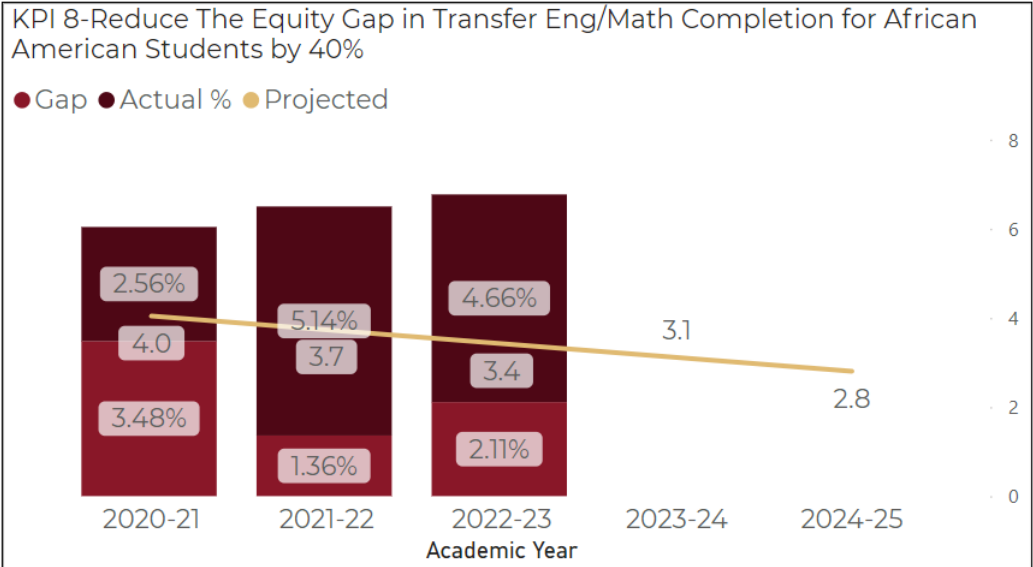
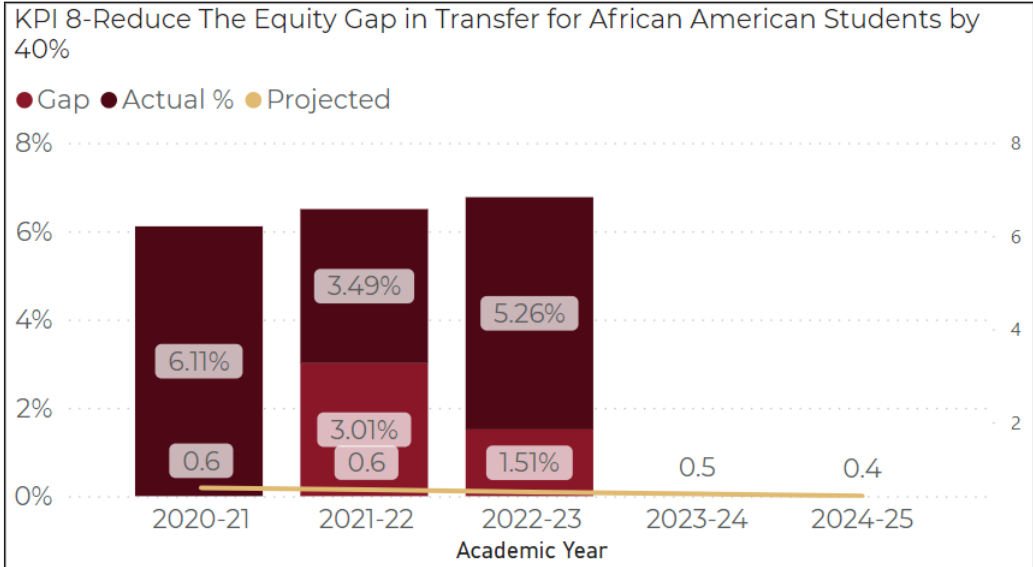
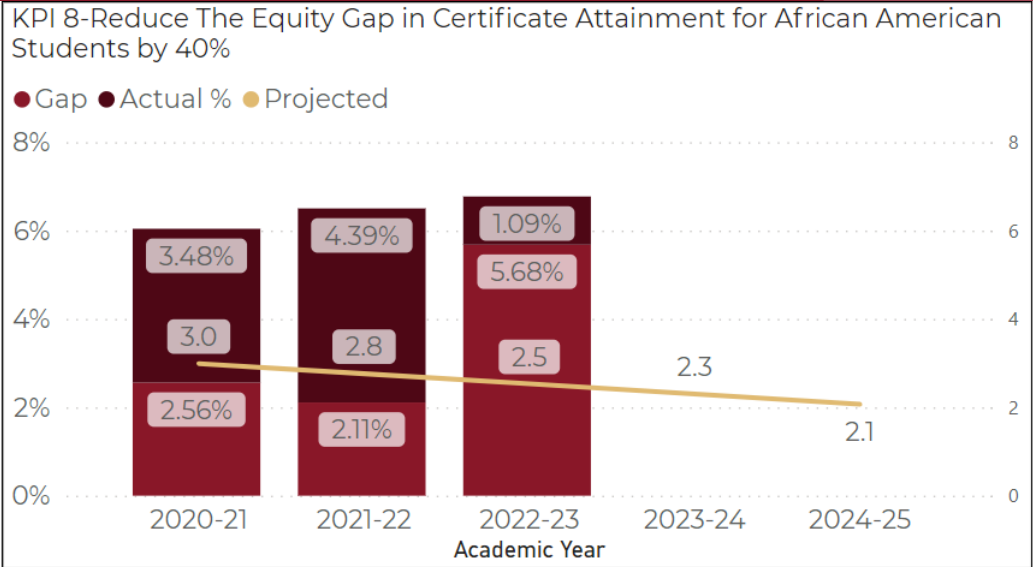
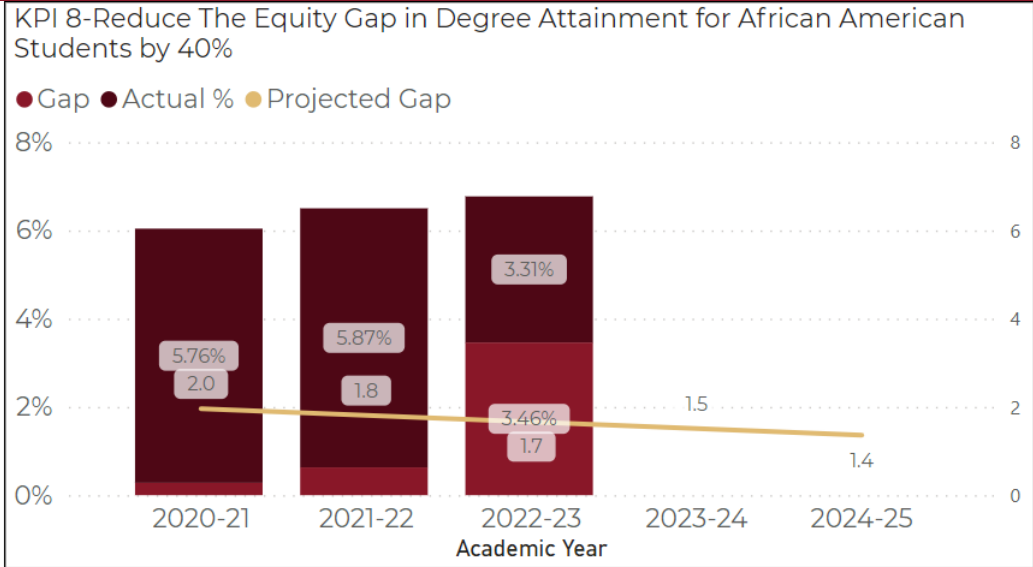


HOW TO READ KPI (KEY PERFORMANCE INDICATOR) EQUITY REPORTS

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%

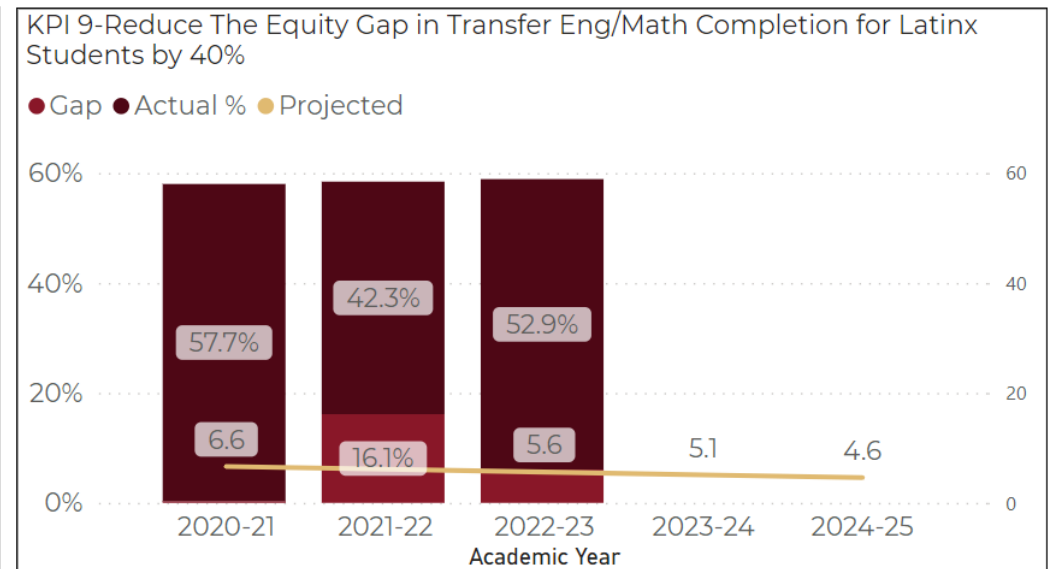
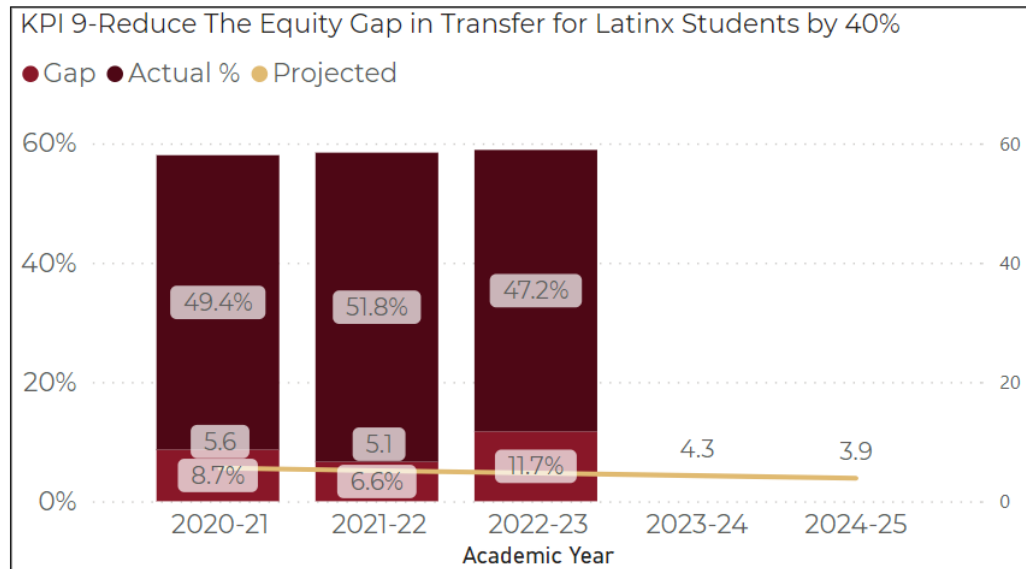
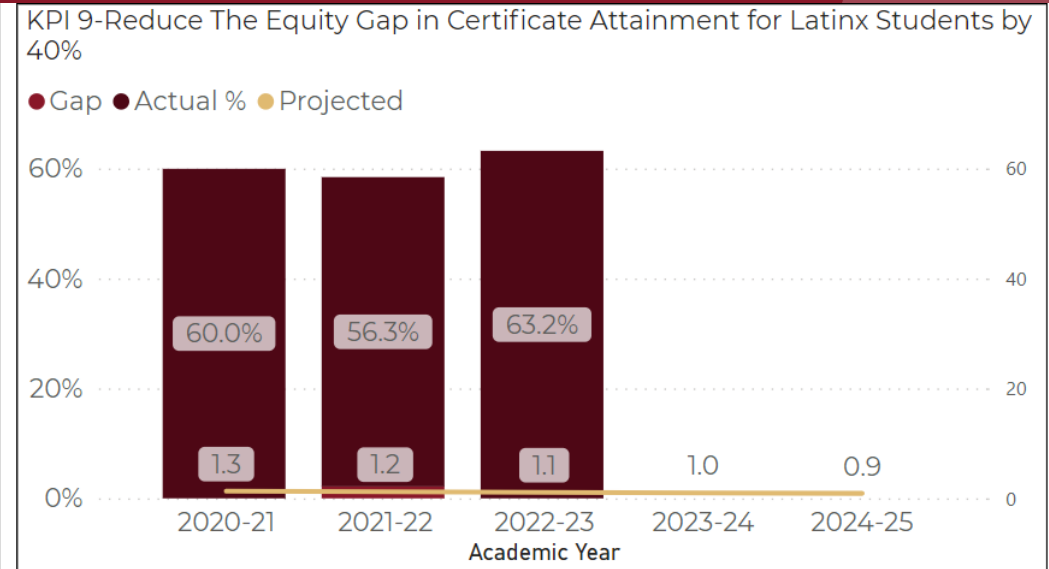
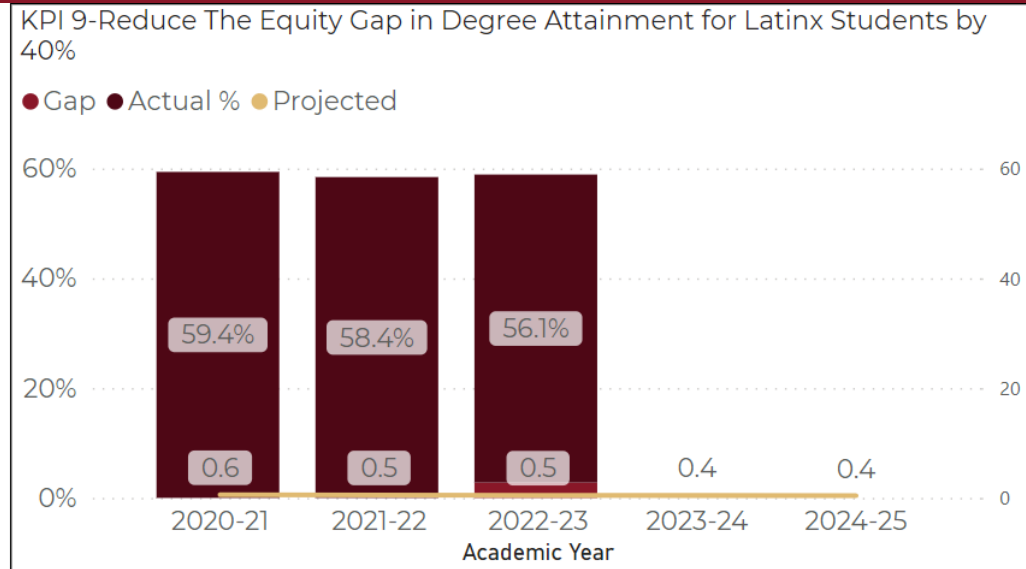
Highlights

- Below Projected in Transfer Math and English
- Closing Gap in Transfer

Concerns

- Gap has grown in Degree and Certificate Attainment

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



KPI : 9

REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%

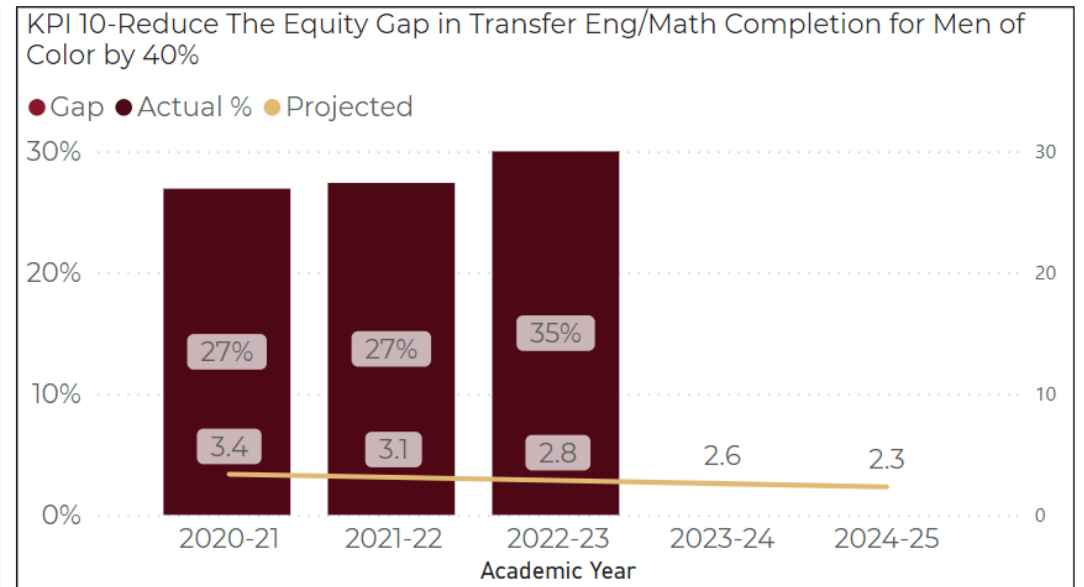
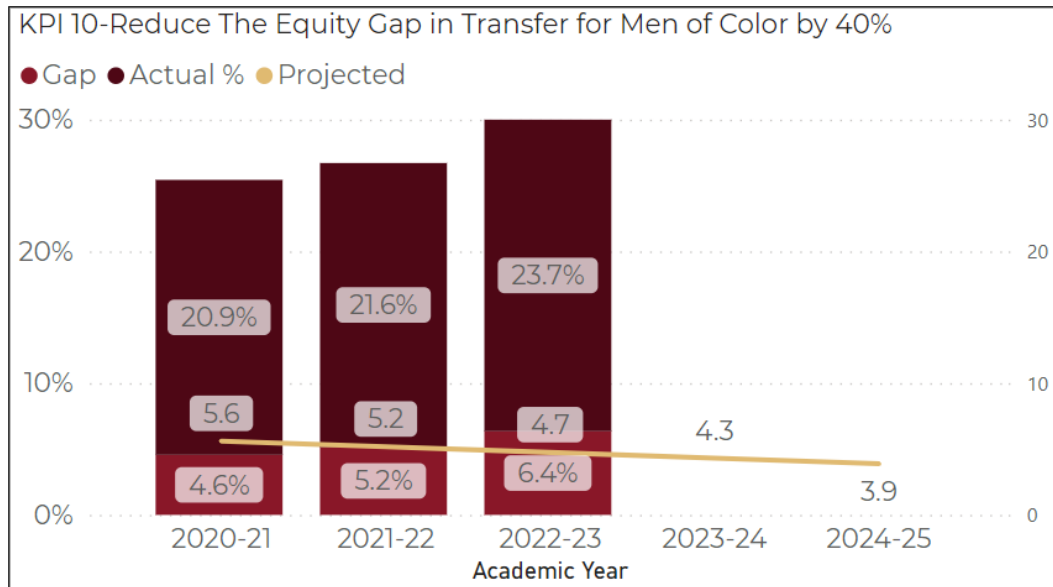
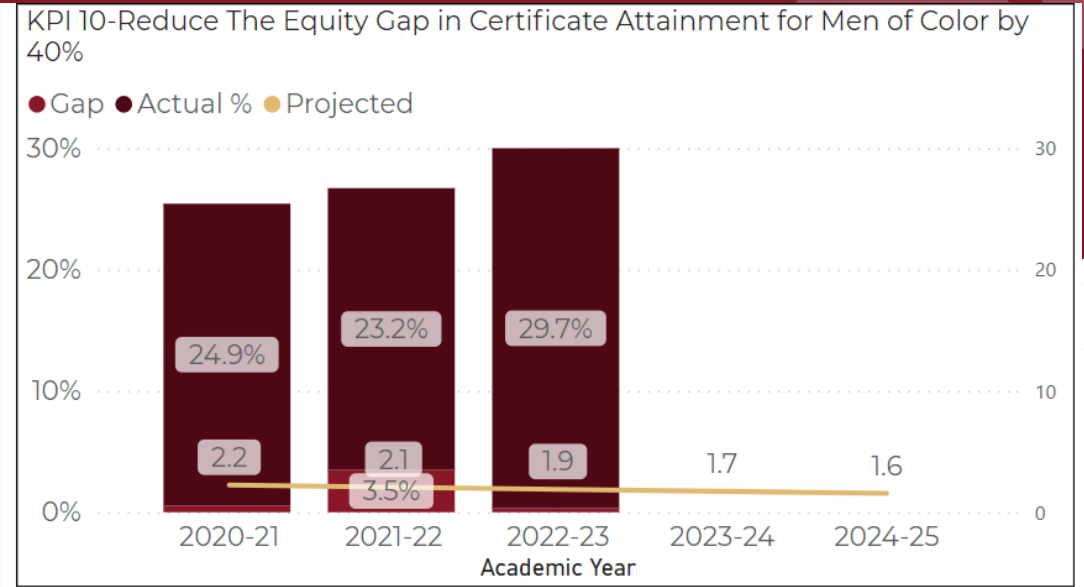
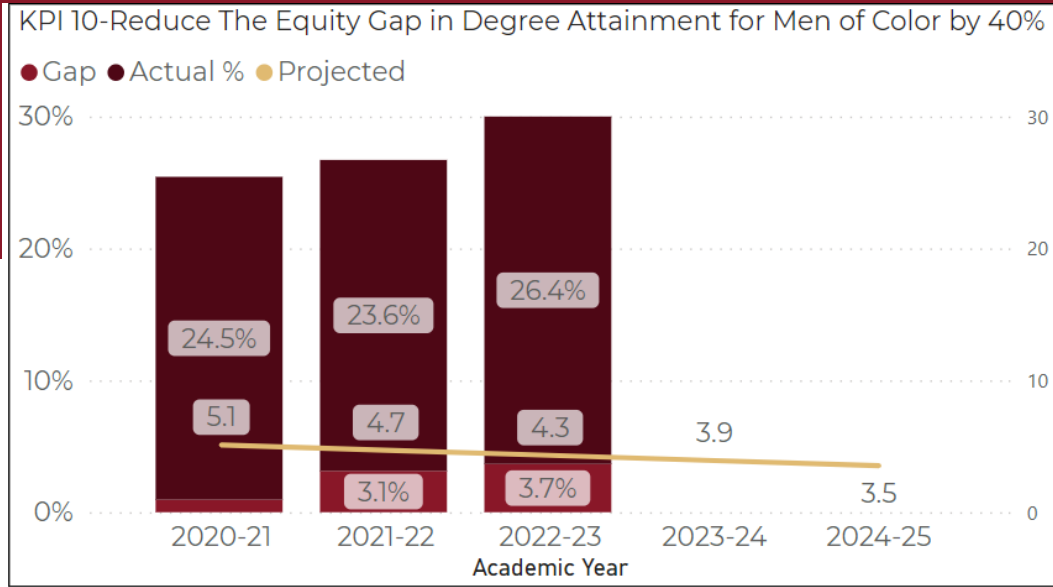
Highlights

- Gap in Certificate attainment is basically eliminated.
- Gap in Transfer Math and English decreasing

Concerns

- Gap in Transfer and Degree Attainment are increasing

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 30% of our student population (increasing)
- There is little or no gap for certificate attainment and transfer Eng/Math completion for MOC

Concerns

- The gaps for degree attainment & transfer rate have grown, though the population and actual percentage have also grown.

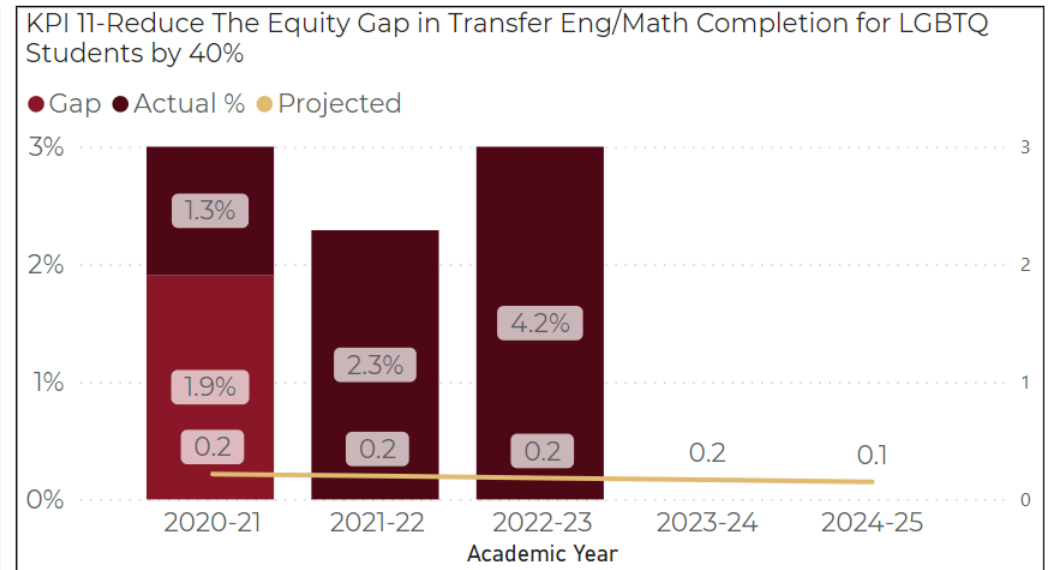
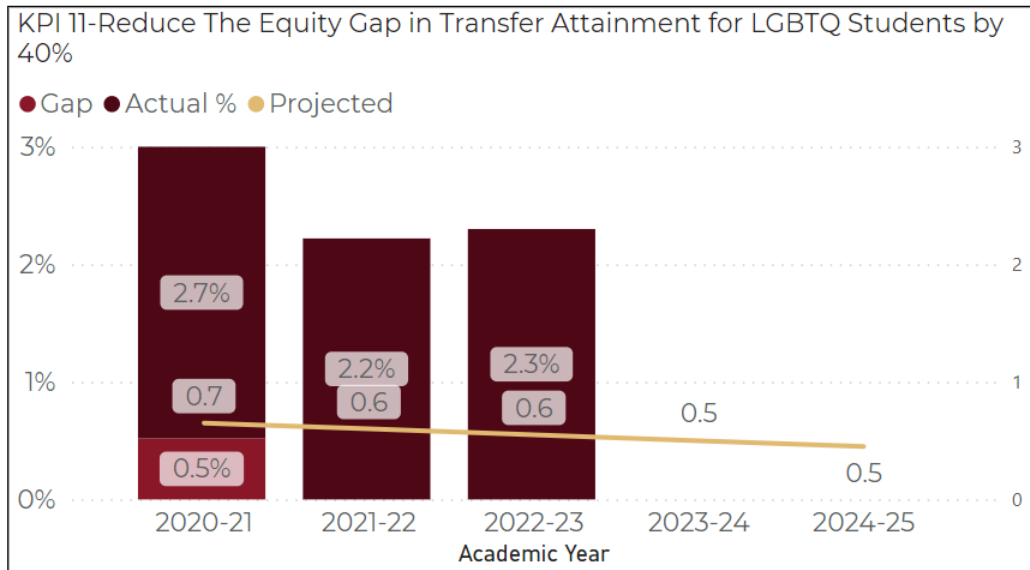
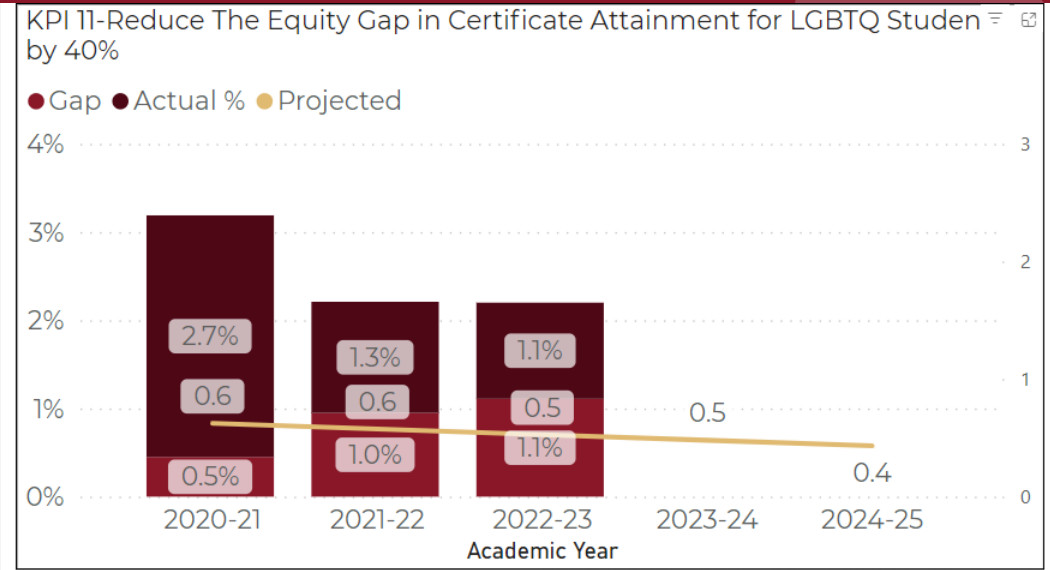
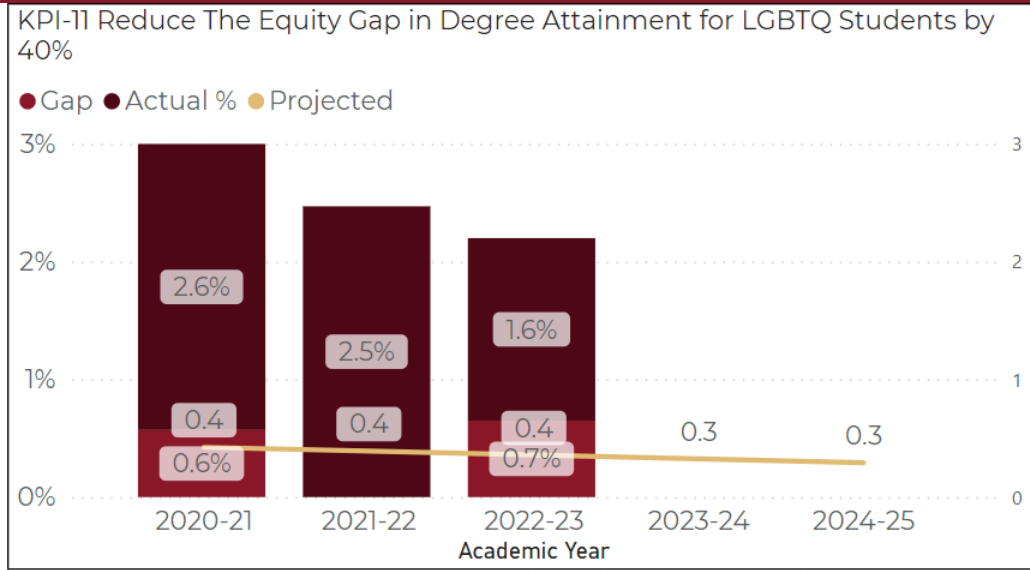
TAKEAWAYS (2022-23)

- 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 provide targeted and intentional services and supports for our Latinx and Men of Color student population

ACTION PLAN(2022-23)

- 2022-2025 Student Equity Plan: Launched equity focused inquiry teams in 2022-23
 - Recruitment was completed in Spring 2023
 - Training on equity interventions and logic models was provided in August 2023
 - Qualitative study was conducted by Dr. Yvonne Olivares in Fall 2023
 - Data findings were presented in Winter 2024
 - Onboarding and Retention Inquiry Team is focused on Black Student Success
 - Successful Enrollment
 - Persistence
 - Momentum and Graduation Inquiry Team is focused on Hispanic/Latinx Student Success
 - Completion of Transfer-Level Math and English
 - Vision Completion
 - Transfer
- 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

- LGBTQ+ students are meeting metrics in Transfer attainment and Math and English completion

Concerns

- Gap of 0.7% degree and 1.1% certificate attainment.
- % of the population is decreasing

TAKEAWAYS(2022-23 AND BEYOND)

- Equity gaps with the CCC Apply application continues to have flaws 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 with 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 students 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 collected on CCC Apply does not incorporate the fluidity of gender identity, gender expression, and sexual orientation of students over time; where students enter might not be how they finish.
 - This makes it difficult to ascertain a complete picture of reducing equity gaps without knowing a complete LGBTQ+ population of students.

TAKEAWAYS(2022-23)

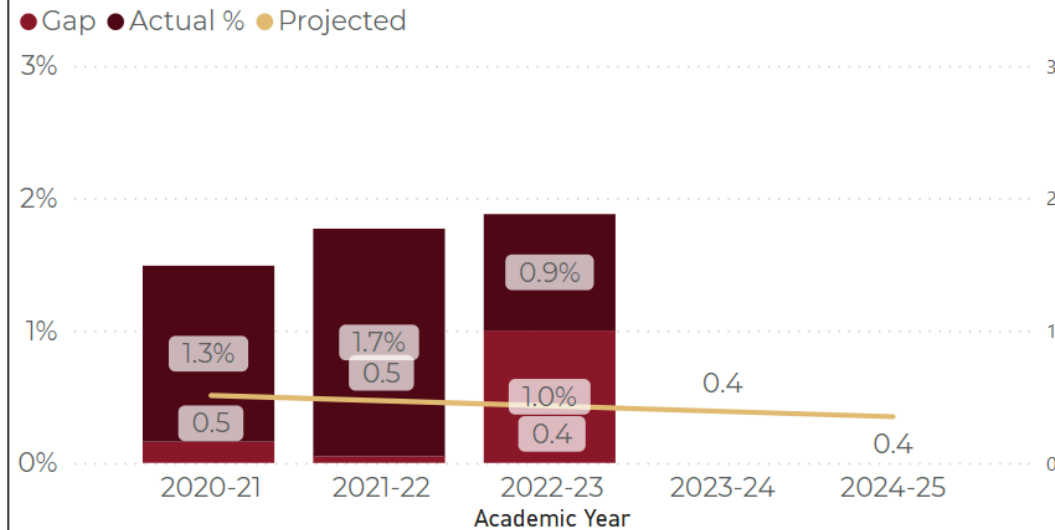
- With our current system, when students pursue coursework in their admission application, if they do not select certificate possible, the system won't populate the varied courses necessary for certificate attainment; it will only populate for degree attainment.
 - Many programs offer the ability to attain certificates along the way of completing coursework, but the students may not know of those offerings.
- A dedicated program does not exist for the LGBTQ+ demographic in comparison to other KPI groups.
- The current shared space for LGBTQ+ students (Unity Zone) does not have an academic counselor.
- LGBTQ+ students need to be matched with peer mentors.
- While the LGBTQ+ demographic has a supportive community of faculty, staff, and peers, there is no dedicated and/or institutionalized funding source to develop a program.

ACTION PLAN(2022-23 AND BEYOND)

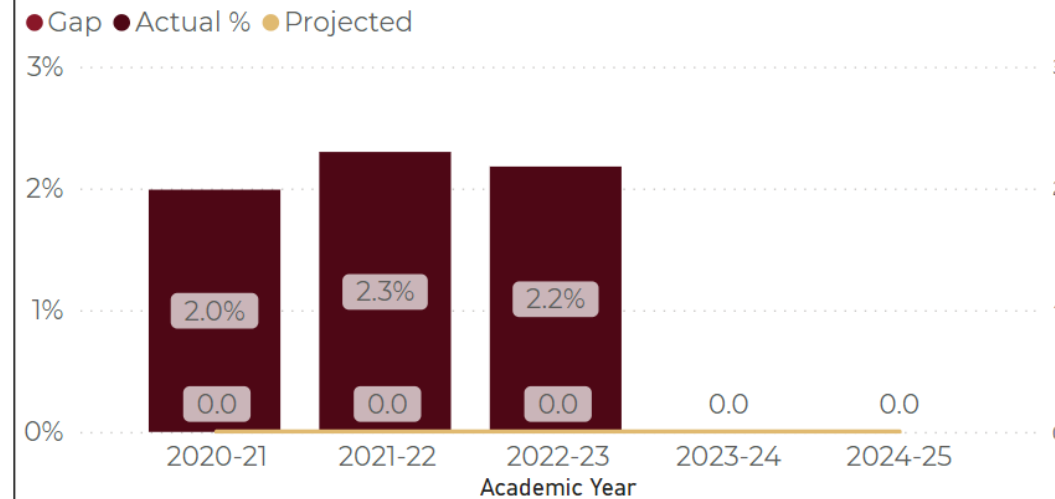
- Create and/or establish in-house data collection (modeled similarly to Mira Costa).
- Implemented an improved, searchable, and readily accessible database of faculty who are supportive allies online.
 - ALLY list was difficult to find, and not updated regularly. Be conscientious in identifying gaps in our ALLY program and ongoing training to grow ally-ship.
- 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+ learning community (curriculum-IP) and dedicated space for a program with a dedicated academic counselor.
- Implement a peer-mentorship program through the Unity Zone during spring 2024-IP.

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

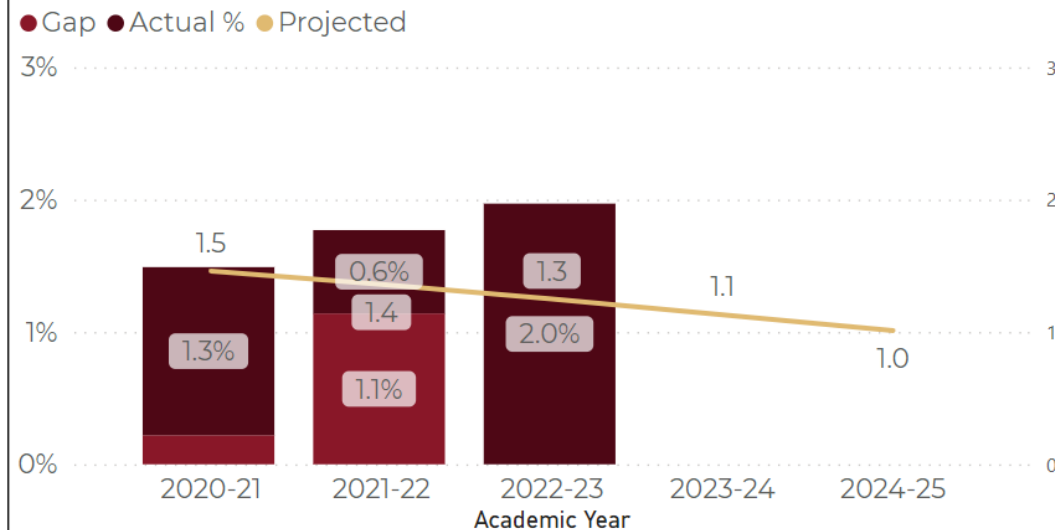
KPI 12-Reduce The Equity Gap in Degree Attainment for Foster Youth by 40%



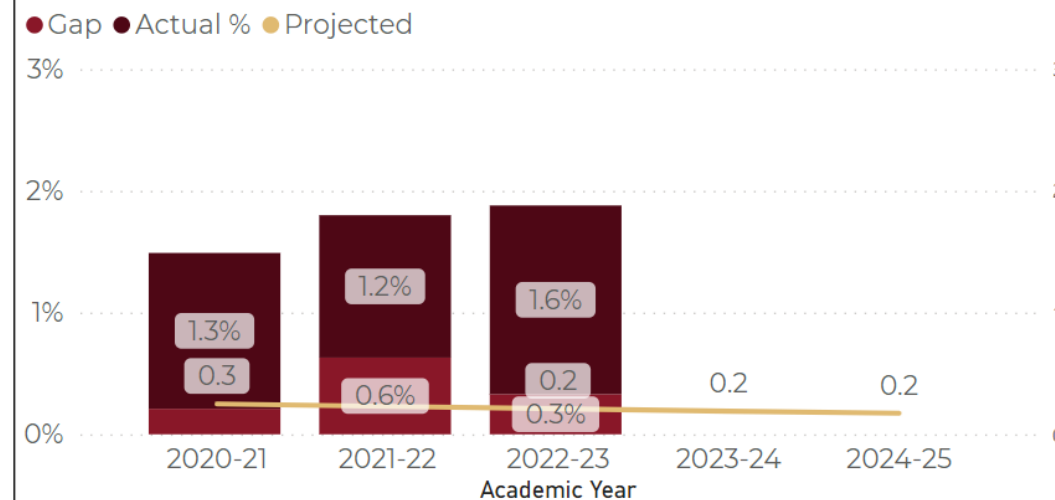
KPI 12-Reduce The Equity Gap in Certificate Attainment for Foster Youth by 40%



KPI 12-Reduce The Equity Gap in Transfer Attainment for Foster Youth by 40%



KPI 12-Reduce The Equity Gap in Transfer Eng/Math Completion for Foster Youth by 40%



KPI : 12

REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%

Highlights

- Foster Youth are meeting metrics in transfer and certificate attainment

Concerns

- Degree attainment gap of 1.0%
- Monitor Transfer Eng/Math Completion

TAKEAWAYS(2022-23 AND BEYOND)

- 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.
- More foster youth continue to 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
- 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
 - Financial Literacy
 - Student Academic Progress (SAP)

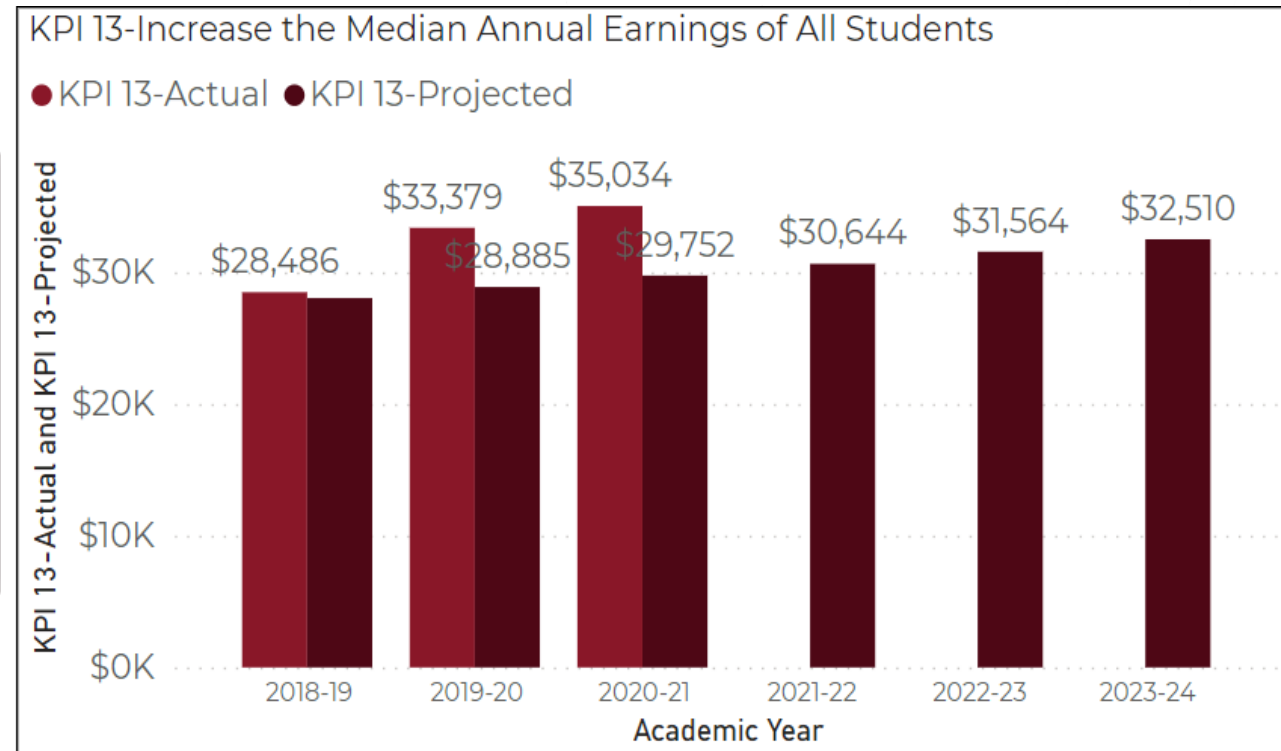
ACTION PLAN(2022-23 AND BEYOND)

- Provide over and above services with 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.
- Facilitate student Needs Assessment each semester to assure that "in-demand" services are being supported which include, expanded and/or dedicated tutoring, basic needs assistance for stability in school along with more frequent touchpoints with staff, counselor and peer mentors.
- Institutionalization and ongoing funding support for the Phoenix Scholars Program that lacks dedicated funds yet demand for services continues to grow among this population.
- Transition the Student Resource Specialist from PT to FT for greater support in the center.

KPI 13: INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS

Highlights 2020-21

- Actual
=\$35,034
- Projection
=\$29,752



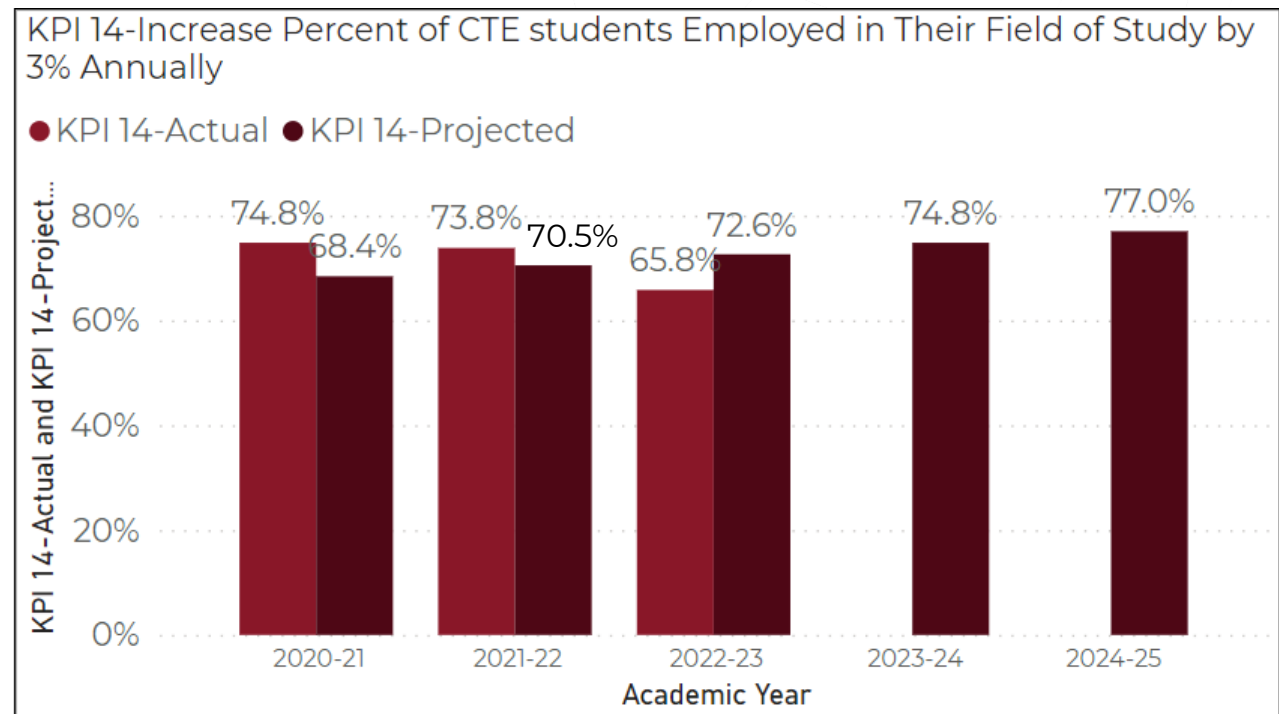
KPI 14: INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY

Highlights 2022-23

- Actual = 65.8%
- Projection = 72.6%

Concerns

- 9.4% below projection



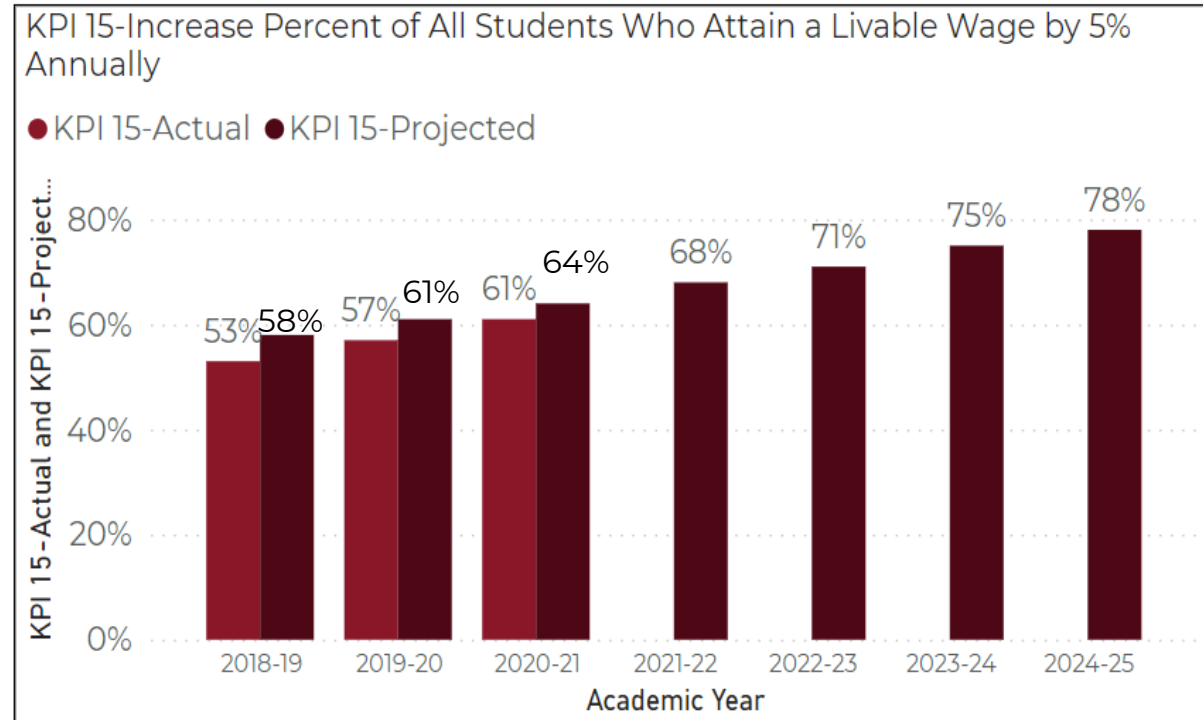
KPI 15: INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY

Highlights 2020-21

- Actual = 61%
- Projection = 64%

Concerns

- Below projection, but increase from last year



TAKEAWAYS & ACTION PLAN(2023-24)

- CTEOS Survey –
 - Increase CTEOS Survey Response
- Increasing access to employment services/Apprenticeship
 - Employment Placement Coor/Apprenticeship Director
 - NC Connect/Job Speaker
 - Regional Goals
- Embedding Industry Recognized Certifications for wage increases