

**Richland College**  
**2010 - 2011 KPIs – Definitions of Targets and Measures**

<b>1 IDENTIFY AND MEET EDUCATIONAL NEEDS (20%)</b>		
<b>1.1 Initiate relationships for sustainable community building (5%)</b>		
★ 1.1.1	<b>Measure:</b> # of service hours in Service Learning (65%) <b>Definition:</b> Service Learning hours completed by RCHS and all other Richland credit students RCHS Service Learning (≥18,500 hours) All Other Service Learning <b>Source of Data:</b> RCHS and Academic Enrichment <b>Frequency of Collection:</b> Semesterly <b>Target:</b> ≥ 22,410 <b>Rationale:</b> ThunderTeam removed Emeritus volunteer hours from this measure and increased the service learning target from 18,500 to 22,410 due to more frequent tracking of RCHS student compliance and increased focus for regular college service learning activities. Emeritus volunteer hours will continue to be tracked at the departmental level.	
1.1.2	<b>Measure:</b> RLC State Employee Charitable Contributions (35%) <b>Definition:</b> Amount of annual charitable donations pledged by RLC staff and faculty to the SECC <b>Source of Data:</b> Richland College Office of College Communications and Marketing <b>Frequency of Collection:</b> Annually <b>Target:</b> ≥ \$115,000 <b>Rationale:</b> Leadership decreased the target, expecting fewer contributions because of the economic situation, lack of salary increases, and DCCCD discontinuation of matching funds.	
<b>★ 1.2 Increase market share of key student segments (30%)</b>		
1.2.1	<b>Measure:</b> % local service area <u>public</u> high school graduates within one year enrolled as credit students (20%) <b>Definition:</b> Percentage of graduates from local public high schools in the Richland service area who enroll in a credit class within one year of graduation segmented by high school and ethnicity (Summer following May graduation through Spring term) <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> ≥ 29% <b>Rationale:</b> ThunderTeam kept the target intact based on action plans to better align marketing, recruitment, and outreach activities in the service area within the limitations of budget.	
1.2.2	<b>Measure:</b> Contact hours from dual credit and concurrent classes (submeasures) (15%) <b>Definition:</b> Contact hours generated each semester by high school students enrolled in concurrent and dual credit courses, including Richland Collegiate High School students. RCHS (≥ 355,587) Dual Credit, regular (≥ 270,000) <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Monthly <b>Target:</b> ≥ 625,587 <b>Rationale:</b> ThunderTeam increased the target based on added partnerships with RISD & DISD.	
1.2.3	<b>Measure:</b> % local <u>service area</u> market enrolled as students (20%) <b>Definition:</b> Percentage of the population in the college service area age 18 years or older enrolling in at least one class (credit or continuing education) each year <b>Source of Data:</b> 2000 US Census Bureau, COLLEAGUE <b>Frequency of Collection:</b> Monthly <b>Target:</b> ≥ 5.0% <b>Rationale:</b> ThunderTeam kept the target intact based on action plans to better align marketing, recruitment, and outreach activities in the service area within the limitations of budget.	

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1.2.4	<p><b>Measure:</b> % <u>Dallas County</u> market enrolled as students (outside local service area) (5%)  <b>Definition:</b> Percent of Dallas County population age 18 years or older enrolling in at least one class (credit or continuing education) each year excluding the local service area.  <b>Source of Data:</b> 2000 US Census Bureau, COLLEAGUE  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 0.81%  <b>Rationale:</b> ThunderTeam increased the target based on distance learning and trend data.</p>
1.2.5	<p><b>Measure:</b> % <u>unduplicated credit enrollments outside of Dallas County</u> (5%)  <b>Definition:</b> Percent of all credit enrollments for students who reside outside of Dallas County.  <b>Source of Data:</b> Colleague  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 21.2%  <b>Rationale:</b> ThunderTeam increased the target based on previous performance.</p>
1.2.6	<p><b>Measure:</b> % <u>local service area historically underserved population enrolled as students</u> (20%)  <b>Definition:</b> Percentage of Richland service area historically underserved population 18 years and older enrolling in at least one class (credit or continuing education) each year. The focus is on <i>Closing the Gaps</i> for African-American and Hispanic student segments.  <b>Source of Data:</b> US 2000 Census Data, Colleague  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 6%  <b>Rationale:</b> ThunderTeam left the stretch target intact based on trend data.</p>
1.2.7	<p><b>Measure:</b> % <u>local service area economically disadvantaged enrolled as students</u> (5%)  <b>Definition:</b> Economically disadvantaged students in the Richland service area enrolled in at least one credit class. Low income status is determined using data from the Student Information Profile and the Financial Aid files including receipt of PELL or Rising Star funds or family income less than or equal to current low income guidelines.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 10.00%  <b>Rationale:</b> ThunderTeam decreased the target based on a change in the way the data is calculated.</p>
1.2.8	<p><b>Measure:</b> % of <u>non-HS graduate market in local service area</u> (5%)  <b>Definition:</b> Percent of non-high school graduates 18 years and over enrolling in at least one credit class each year.  <b>Source of Data:</b> 2000 US Census and Colleague  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 2.90%  <b>Rationale:</b> ThunderTeam increased the target because of enrollment increases during economic downturn.</p>
1.2.9	<p><b>Measure:</b> % of <u>Dallas County historically underserved market (Af-Am, Hisp) enrolled as students (outside local service area)</u> (5%)  <b>Definition:</b> Percent of Dallas County historically underserved population 18 years and older enrolling in at least one class (credit or continuing education) each year. Focus is on <i>Closing the Gaps</i> for African-American and Hispanic segments.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 0.90%  <b>Rationale:</b> ThunderTeam increased the target slightly based on continued distance learning initiatives.</p>

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<b>★ 1.3</b>	<b>Provide business and industry work force training (15%)</b>	
1.3.1	<b>Measure:</b> <i>Reimbursable tech-occ credit contact hours (30%)</i> <b>Definition:</b> Number of reimbursable contact hours generated by technical-occupational credit classes <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> ≥ 670,000 <b>Rationale:</b> ThunderTeam increased the target based on enrollment growth.	
1.3.2	<b>Measure:</b> <i>Reimbursable non-credit contact hours (35%)</i> <b>Definition:</b> Number of reimbursable contact hours generated by continuing education classes annually <b>Source of Data:</b> Colleague <b>Frequency of Collection:</b> Quarterly <b>Target:</b> ≥ 802,000 <b>Rationale:</b> ThunderTeam increased the target based on environmental scanning and trend data.	
1.3.3	<b>Measures:</b> <i>Contact hours from Corporate Services (35%)</i> <b>Definition:</b> Number of contact hours generated through corporate services annually <b>Source of Data:</b> Director of Corporate Services <b>Frequency of Collection:</b> Monthly <b>Target:</b> ≥ 36,200 <b>Rationale:</b> ThunderTeam increased the target based on performance.	
<b>★ 1.4</b>	<b>Respond to community educational needs (50%)</b>	
1.4.1	<b>Measure:</b> <i>On-line contact hours (20%)</i> <b>Definition:</b> Number of reimbursable contact hours for any class with a “DL” designation for schedule type in COLLEAGUE. <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> ≥ 1,800,000 <b>Rationale:</b> ThunderTeam increased target based on trend data and continued strategic emphasis for this area.	
1.4.2	<b>Measure:</b> <i>Contact hours for flex classes (15%)</i> <b>Definition:</b> Number of contact hours generated from classes that are shorter than the traditional semester length classes (ex. summer, flex, fast-track, mayterm, winterterm, etc.). Flex classes are defined as 12 weeks or less. <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Monthly <b>Target:</b> ≥ 2,450,000 <b>Rationale:</b> ThunderTeam increased target based on trend data and impact of economy on enrollment.	
1.4.3	<b>Measure:</b> <i>Transfer contact hours (55%)</i> <b>Definition:</b> Number of reimbursable contact hours that are transferable to a university. <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> ≥ 5,250,000 <b>Rationale:</b> ThunderTeam increased the target based on trend data.	
1.4.4	<b>Measure:</b> <i>Developmental contact hours (10%)</i> <b>Definition:</b> Number of contact hours generated by any course that is below college level. <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> ≥ 1,300,000 <b>Rationale:</b> ThunderTeam kept the target intact since performance for AY0910 fell short of the goal.	

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<b>2 EMPOWER ALL STUDENTS TO SUCCEED (35%)</b>		
<b>★ 2.1</b>	<b>Monitor and improve student success (40%)</b>	
2.1.1	<p><b>Measure:</b> % C or better in all credit classes (10%)  <b>Definition:</b> Percentage of students making a grade of “C” or better in all credit courses (includes withdrawals)  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 73.5%  <b>Rationale:</b> ThunderTeam increased the target based on action plans for AtD gatekeeper courses and funding from the AANAPISI grant.</p>	
2.1.2	<p><b>Measure:</b> % C or better in core curriculum courses (6%)  <b>Definition:</b> Percentage of students enrolled in core curriculum courses each semester who make a grade of “C” or better  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 74.5%  <b>Rationale:</b> ThunderTeam increased the target based on new core, EDUC1300, and portfolio.</p>	
2.1.3	<p><b>Measure:</b> % C or better in all on-line classes (6%)  <b>Definition:</b> Percentage of “C” or better grades in all on-line classes. On-line classes are coded as “DL” schedule type in COLLEAGUE.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 71.5%  <b>Rationale:</b> ThunderTeam increased the target based on continued efforts to improve student success in distance learning and the reorganization of the Office of Technology-Enhanced Learning.</p>	
2.1.4	<p><b>Measure:</b> % C or better in developmental classes (6%)  <b>Definition:</b> Percentage of all students enrolled in credit developmental studies courses who received a grade of “A,” “B,” or “C.” (DMAT, DWRI, DREA)  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 63%  <b>Rationale:</b> ThunderTeam decreased the target because of the elimination of E grades.</p>	
2.1.5	<p><b>Measure:</b> % C or better in ESOL classes (5%)  <b>Definition:</b> Percentage of all students enrolled in credit ESOL courses who received a grade of “A,” “B,” or “C.”  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 73%  <b>Rationale:</b> ThunderTeam decreased the target because of the elimination of E grades.</p>	
2.1.6	<p><b>Measure:</b> % C or better in gatekeeper courses(6%)  <b>Definition:</b> Percentage of all students enrolled in gatekeeper courses who received a grade of “A,” “B,” or “C.” Gatekeeper courses are ACCT2301, BIOL1406, ENGL1301, GOVT2301, HIST1301, MATH1414, PSYC2301, and the DMAT and DREA sequences  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 73.5%  <b>Rationale:</b> Thunderteam added this measure to track progress in gatekeeper courses during implementation of action plans for Achieving the Dream and funding provided by the AANAPISI grant.</p>	

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2.1.7	<p><b>Measure:</b> % C or better for dual credit students (5%)  <b>Definition:</b> Percentage of all students enrolled in dual credit who received a grade of "A," "B," or "C."  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 90%  <b>Rationale:</b> ThunderTeam added this measure to track performance of all dual credit students segmented by regular vs. RCHS vs. home-schooled students. Tracking this measure will also provide evidence of the success of dual credit program which is under intense scrutiny by the state of Texas legislature.</p>
2.1.8	<p><b>Measure:</b> % C or better in college-level classes after developmental education (6%)  <b>Definition:</b> % C or better in selected college-level classes after completing developmental studies. College level classes include:  DMAT completers who took MATH-1332, 1333, 1314, 1414, 1316  ESOL, DWRI completers who took ENGL-1301,1302  ESOL, DREA completers who took HIST-1301, 1302, GOVT-2301, 2302,  PSYC-2301, ENGL-1301, 1302, 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, 2333  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semester  <b>Target:</b> ≥ 76%  <b>Rationale:</b> ThunderTeam kept the target intact since AY0910 performance did not reach the target.</p>
2.1.9	<p><b>Measure:</b> % retained through semester in credit classes (6%)  <b>Definition:</b> Percentage of credit students enrolled in a class on certification date receiving a letter grade other than "W"  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 90%  <b>Rationale:</b> ThunderTeam increased the target based on action plans in AtD gatekeeper courses and funding for action plans by the AANAPISI grant.</p>
2.1.10	<p><b>Measure:</b> % retained through semester in core curriculum courses (6%)  <b>Definition:</b> Percentage of students completing core courses each semester with a grade other than "W."  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 90%  <b>Rationale:</b> ThunderTeam retained the target since AY0910 performance did not reach the target and the current target is aggressive.</p>
2.1.11	<p><b>Measure:</b> % retained through semester for dual credit students (6%)  <b>Definition:</b> Percentage of students enrolled in dual credit who completed the semester.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 95%  <b>Rationale:</b> ThunderTeam added this measure to track performance of all dual credit students segmented by regular vs. RCHS vs. home-schooled students. Tracking this measure will also provide evidence of the success of dual credit program which is under intense scrutiny by the state of Texas legislature.</p>

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2.1.12	<p><b>Measure:</b> % retained through semester in on-line classes (6%)  <b>Definition:</b> Percentage of students retained in all on-line classes. On-line classes are coded as "DL" schedule type in COLLEAGUE.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 90%  <b>Rationale:</b> ThunderTeam increased the target based on action plans to address retention for on-line students.</p>
2.1.13	<p><b>Measure:</b> Associate degrees awarded (6%)  <b>Definition:</b> Number of students earning either a transfer or technical-occupational degree each year  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 1,000  <b>Rationale:</b> ThunderTeam increased the target based on trend data and potential positive impacts from AtD continuous improvement plans that are funded by the AANAPISI grant.</p>
2.1.14	<p><b>Measure:</b> Credit certificates awarded (6%)  <b>Definition:</b> Number of students earning a certificate from a credit program each year  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 250  <b>Rationale:</b> ThunderTeam left the target intact based on current performance and trend data.</p>
2.1.15	<p><b>Measure:</b> % students in cohort who who transfer to a university or are still pursuing their intended goal (8%)  <b>Definition:</b> Percentage of target groups in fall cohort of self-declared transfer students who meet their intended goal or are still enrolled.  <b>Source of Data:</b> COLLEAGUE, THECB, National Student Clearinghouse  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 60%  <b>Rationale:</b> ThunderTeam decreased the target based on our inability to accurately track this measure using the National Student Clearinghouse. The University of North Texas recently began participation in the program. Our student tracking should be more accurate for future cohorts.</p>
2.1.16	<p><b>Measure:</b> Students completing the core curriculum (6%)  <b>Definition:</b> Number of students completing the core curriculum requirements each year  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 1,450  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
★ 2.2	<p><b>Monitor and improve success for historically underserved student groups closing the gaps (40%)</b></p>
2.2.1	<p><b>Measure:</b> % C or better in all credit classes for historically under-served student groups (sub-measures) (10%)  <b>Definition:</b> Percentage of target students making a grade of "C" or better in all credit courses (includes withdrawals) with focus on <i>Closing the Gaps</i> African-American and Hispanic students.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 71.5%  <b>Rationale:</b> ThunderTeam retained the target based on trend data.</p>

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2.2.2	<p><b>Measure:</b> % C or better in core curriculum courses for historically underserved student groups (sub-measures) (6%)</p> <p><b>Definition:</b> Percentage of historically underserved students enrolled in core curriculum courses each semester making a grade of “C” or better with focus on <i>Closing the Gaps</i> for African-American and Hispanic segments.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 72.0%</p> <p><b>Rationale:</b> ThunderTeam increased the target to align with measure 2.1.2.</p>
2.2.3	<p><b>Measure:</b> % C or better in all on-line classes for historically underserved student groups (6%)</p> <p><b>Definition:</b> Percentage of “C” or better grades in all on-line classes for historically underserved student groups. Focus is on <i>Closing the Gaps</i> for African-American and Hispanic segments. On-line classes are defined as those with a schedule type of “DL” in Colleague.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 64.5%</p> <p><b>Rationale:</b> ThunderTeam increased the target to align with measure 2.1.3.</p>
2.2.4	<p><b>Measure:</b> % C or better in developmental classes for historically underserved student groups (excluding E grades) (sub-measures) (6%)</p> <p><b>Definition:</b> Percentage of all students enrolled in credit developmental studies courses who received a grade of “A,” “B,” or “C.” (DMAT, DWRI, DREA) with focus on <i>Closing the Gaps</i> for African-American and Hispanic segments</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 61%</p> <p><b>Rationale:</b> ThunderTeam decreased the target based on elimination of E grades.</p>
2.2.5	<p><b>Measure:</b> % C or better in ESOL classes for historically underserved student groups (sub-measures) (5%)</p> <p><b>Definition:</b> Percentage of all students enrolled in credit ESOL courses who received a grade of “A,” “B,” or “C” and excluding “E” grades with focus on <i>Closing the Gaps</i> for African-American and Hispanic segments</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 75%</p> <p><b>Rationale:</b> ThunderTeam decreased the target based on elimination of E grades.</p>
2.2.6	<p><b>Measure:</b> % C or better in gatekeeper courses for historically underserved student groups (6%)</p> <p><b>Definition:</b> Percentage of all students enrolled in gatekeeper courses who received a grade of “A,” “B,” or “C.” Gatekeeper courses are ACCT2301, BIOL1406, ENGL1301, GOVT2301, HIST1301, MATH1414, PSYC2301, and the DMAT and DREA sequences.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 71.5%</p> <p><b>Rationale:</b> Thunderteam added this measure to track progress in gatekeeper courses during implementation of action plans for Achieving the Dream and the funding of action plans from the AANAPISI grant.</p>
2.2.7	<p><b>Measure:</b> % C or better in dual credit for historically underserved student groups (5%)</p> <p><b>Definition:</b> Percentage of all students enrolled in dual credit who received a grade of “A,” “B,” or “C.”</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 90%</p> <p><b>Rationale:</b> Thunderteam added this measure to track progress in gatekeeper courses during implementation of action plans for Achieving the Dream and the funding of action plans from the AANAPISI grant.</p>

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2.2.8	<p><b>Measure:</b> % C or better in college-level classes after developmental education for historically underserved student groups (sub-measures) (6%)</p> <p><b>Definition:</b> Percentage of students receiving a grade of “C” or better in selected college-level classes after completing developmental studies. College level classes include:  DMAT completers who took MATH-1332, 1333, 1314, 1414, 1316  ESOL, DWRI completers who took ENGL-1301, 1302  ESOL, DREA completers who took HIST-1301, 1302, GOVT-2301, 2302,  PSYC-2301, ENGL-1301, 1302, 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, 2333</p> <p>Focus is on <i>Closing the Gaps</i> for African-American and Hispanic segments.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of collection:</b> Semester</p> <p><b>Target:</b> ≥ 73%</p> <p><b>Rationale:</b> ThunderTeam retained the target based on trend data.</p>
2.2.9	<p><b>Measure:</b> % retained through semester in credit classes for historically underserved student groups (sub-measures) (6%)</p> <p><b>Definition:</b> Percentage of historically underserved credit students who received a letter grade other than “W” at the end of the semester with focus on <i>Closing the Gaps</i> for African-American and Hispanic segments</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 90%</p> <p><b>Rationale:</b> ThunderTeam retained the target based on trend data and a current aggressive target.</p>
2.2.10	<p><b>Measure:</b> % retained through semester in core curriculum courses for historically underserved student groups (sub-measures) (6%)</p> <p><b>Definition:</b> Percentage of historically underserved students completing core courses each semester with focus on <i>Closing the Gaps</i> for African-American and Hispanic segments.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 90%</p> <p><b>Rationale:</b> ThunderTeam increased the target to align with measure 2.1.10.</p>
2.2.11	<p><b>Measure:</b> % retained through semester for historically underserved dual credit students (6%)</p> <p><b>Definition:</b> Percentage of historically underserved students completing dual credit courses each semester with focus on <i>Closing the Gaps</i> for African-American and Hispanic segments.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 95%</p> <p><b>Rationale:</b> Thunderteam added this measure to track progress in gatekeeper courses during implementation of action plans for Achieving the Dream and the funding of action plans from the AANAPISI grant.</p>
2.2.12	<p><b>Measure:</b> % retained through semester in on-line classes for historically underserved students (6%)</p> <p><b>Definition:</b> Percentage of historically underserved students retained in all on-line classes with a focus on <i>Closing the Gaps</i> for African-American and Hispanic segments. On-line classes are defined as those with a schedule type of “DL” in Colleague.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 90%</p> <p><b>Rationale:</b> ThunderTeam increased the target to align with measure 2.1.12.</p>
2.2.13	<p><b>Measure:</b> Associate degrees awarded for historically underserved student groups (6%)</p> <p><b>Definition:</b> Number of target students earning either a transfer or tech-occ degree each year with focus on <i>Closing the Gaps</i> for African-American and Hispanic segments.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 400</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>

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2.2.14	<p><b>Measure:</b> <i>Credit certificates awarded for historically underserved student groups (6%)</i>  <b>Definition:</b> Number of target students earning a certificate from a credit program each year with focus on <i>Closing the Gaps</i> for African-American and Hispanic segments  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 125  <b>Rationale:</b> ThunderTeam kept this target intact based on performance.</p>
2.2.15	<p><b>Measure:</b> <i>% historically underserved students in the cohort who transfer to a university or are still pursuing their intended goal (8%)</i>  <b>Definition:</b> % of target groups in fall cohort of self-declared transfer students who meet their intended goal or are still enrolled. Focus is on <i>Closing the Gaps</i> for African American and Hispanic segments.  <b>Source of Data:</b> COLLEAGUE; THECB, National Student Clearinghouse  <b>Frequency of Collection:</b> Annually  <b>Target:</b> ≥ 58%  <b>Rationale:</b> ThunderTeam increased the target based on current performance and since the University of North Texas recently began participation in the program. Our student tracking should be more accurate for future cohorts.</p>
2.2.16	<p><b>Measure:</b> <i>Students completing the core curriculum for historically underserved student groups (sub-measures) (6%)</i>  <b>Definition:</b> Number of target students completing the core curriculum requirements each year with focus on <i>Closing the Gaps</i> for African-American and Hispanic students.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Annually  <b>Target:</b> ≥ 550  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
<b>2.3</b>	<b>Promote student engagement and satisfaction with instructional practices and services to support student learning (20%)</b>
★ 2.3.1	<p><b>Measure:</b> <i>Overall level of satisfaction with student services to support learning (7-point scale, NLSSI) (35%)</i>  <b>Definition:</b> Average score of students indicating the extent of their satisfaction with the learning experience at Richland on the Noel-Levitz student survey (7.0 scale)  <b>Source of Data:</b> Noel-Levitz Student Satisfaction Inventory  <b>Frequency of Collection:</b> Biennially  <b>Target:</b> ≥ 6.00  <b>Rationale:</b> ThunderTeam retained the target based on trend data.</p>
★ 2.3.2	<p><b>Measure:</b> <i>% exceeding target score on CCSSE average benchmark score (50) of student success (5 submeasures) (35%)</i>  <b>Definition:</b> ThunderTeam will compare our performance on the five benchmarks of student success with the average benchmark score for all participating institutions.  <b>Source of Data:</b> Community College Survey of Student Engagement  <b>Frequency of Collection:</b> Biennially  <b>Target:</b> ≥ 80.00%  <b>Rationale:</b> ThunderTeam decreased this target since it is not possible to score 85%. Four out of 5 benchmarks would score an 80%.</p>
2.3.3	<p><b>Measure:</b> <i>% of classes incorporating eCampus in curriculum (30%)</i>  <b>Definition:</b> All credit classes flagged with e-Campus participation in Colleague  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 100%  <b>Rationale:</b> ThunderTeam increased the target based on mandates for all faculty to the use eCampus for syllabus and grades.</p>

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<b>3 EMPOWER ALL EMPLOYEES TO SUCCEED (20%)</b>	
<b>3.1</b>	<b>Promote excellence in job performance (15%)</b>
3.1.1	<p><b>Measure:</b> <i>Cumulative number of decision-making days mandated annually to non-contractual employees (30%)</i></p> <p><b>Definition:</b> The number of decision-making days mandated annually by RLC leadership to non-contractual employees as a result of unacceptable job performance.</p> <p><b>Source of Data:</b> Richland Human Resources Director</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> ≤ 4 days</p> <p><b>Rationale:</b> ThunderTeam retained the target based on trend data and the number of disciplinary actions in progress.</p>
★ 3.1.2	<p><b>Measure:</b> <i>% of current employees who are eligible for continued employment at the conclusion of the academic year (excludes grant terminations and RIFs) (30%)</i></p> <p><b>Definition:</b> Number of employees whose contracts are renewed each year divided by total number of available contracts. RIFs and grant terminations are not considered available contracts and are excluded from this measure.</p> <p><b>Source of Data:</b> Richland Human Resources Director</p> <p><b>Frequency of Collection:</b> Annually</p> <p><b>Target:</b> ≤ 100%</p> <p><b>Rationale:</b> ThunderTeam revised this measure from the negative % of contracts not renewed due to performance issues.</p>
3.1.3	<p><b>Measure:</b> <i># of internal Richland College promotions (20%)</i></p> <p><b>Definition:</b> # of Richland College employees who are promoted each year resulting in a 7% increase in pay.</p> <p><b>Source of Data:</b> HR</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> ≥ 20</p> <p><b>Rationale:</b> Thunderteam added this measure to track internal opportunities for advancement.</p>
3.1.4	<p><b>Measure:</b> <i>% of PSS employees who use the tuition reimbursement waiver with successful class completion. (20%)</i></p> <p><b>Definition:</b> Number of PSS employees who use the tuition reimbursement waiver with successful class completion divided by the total number of PSS employees.</p> <p><b>Source of Data:</b> HR</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> ≥ 10%</p> <p><b>Rationale:</b> Thunderteam added this measure to track Richland's support of employee upward mobility.</p>
<b>3.2</b>	<b>Provide excellence in job satisfaction (10%)</b>
★ 3.2.1	<p><b>Measure:</b> <i>Employees satisfied with employment at RLC (35%)</i></p> <p><b>Definition:</b> Percentage of employees satisfied to very satisfied with overall employment at Richland College</p> <p><b>Source of Data:</b> Campus Quality Survey</p> <p><b>Frequency of Collection:</b> Biennially</p> <p><b>Target:</b> ≥ 85%</p> <p><b>Rationale:</b> ThunderTeam retained the target since this survey will not be re-administered this academic year.</p>

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★	3.2.2	<p><b>Measure:</b> <i>Employee satisfaction rating of ThunderValues deployment on a scale of 1-5 (low to high) (35%)</i></p> <p><b>Definition:</b> Average overall scores based on employee responses to the biennial ThunderValues survey</p> <p><b>Source of Data:</b> ThunderValues Survey</p> <p><b>Frequency of Collection:</b> Biennially</p> <p><b>Target:</b> ≥ 4.05</p> <p><b>Rationale:</b> ThunderTeam retained the target based on trend data and decreased the weight because new a measure was added.</p>
	3.2.3	<p><b>Measure:</b> <i>Employees satisfied with RLC recognition programs (5-point scale, CQS) (20%)</i></p> <p><b>Definition:</b> Overall employee rating on a 5-point scale on the Campus Quality Survey indicating satisfaction with employee recognition programs at RLC</p> <p><b>Source of Data:</b> Campus Quality Survey</p> <p><b>Frequency of Collection:</b> Biennially</p> <p><b>Target:</b> ≥ 3.50</p> <p><b>Rationale:</b> ThunderTeam retained the target since this survey will not be re-administered this academic year.</p>
	3.2.4	<p><b>Measure:</b> <i># of Administrative and Professional Support Staff receiving educational stipends (5%)</i></p> <p><b>Definition:</b> # of Administrative and Professional Support Staff receiving educational stipends</p> <p><b>Source of Data:</b> HR</p> <p><b>Frequency of Collection:</b> Annually</p> <p><b>Target:</b> ≥ 6</p> <p><b>Rationale:</b> Thunderteam added this measure to track Richland's support of employee upward mobility.</p>
	3.2.5	<p><b>Measure:</b> <i># of Faculty completing requirements for reclassification or advanced degree (5%)</i></p> <p><b>Definition:</b> # of Faculty completing requirements for reclassification or advanced degree</p> <p><b>Source of Data:</b> HR</p> <p><b>Frequency of Collection:</b></p> <p><b>Target:</b> ≥ 4</p> <p><b>Rationale:</b> Thunderteam added this measure to track employees receiving additional education and completing degrees and support of employee upward mobility.</p>
<b>3.3</b>	<b>Provide comprehensive professional development for all employee groups (25%)</b>	
	3.3.1	<p><b>Measure:</b> <i>Full-time employees exceeding required staff development (50%)</i></p> <p><b>Definition:</b> Percentage of staff and faculty who exceed the required 36 hours of professional development hours for the year</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Quarterly</p> <p><b>Target:</b> ≥ 95%</p> <p><b>Rationale:</b> ThunderTeam retained stretch target based on trend data.</p>
★	3.3.2	<p><b>Measure:</b> <i>% of Full time employees meeting staff development requirements (50%)</i></p> <p><b>Definition:</b> Percentage of staff and faculty who meet the required 36 hours of professional development hours for the year</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Quarterly</p> <p><b>Target:</b> ≥ 100%</p> <p><b>Rationale:</b> ThunderTeam retained the target at maximum performance.</p>

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<b>3.4</b>	<b>Proactively manage turnover and diversify the workforce (25%)</b>
3.4.1	<p><b>Measure:</b> <i>Full-time employee turnover rate (25%)</i>  <b>Definition:</b> Percentage of employees that leave Richland College each year either through resignation, retirement, deaths, transfer, and reduction in force.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≤ 11%  <b>Rationale:</b> ThunderTeam increased the maximum target based on environmental scanning for retirements and resignations.</p>
3.4.2	<p><b>Measure:</b> <i>Employee diversity matches available pool in Dallas County, in the State of Texas, and in the U.S. as appropriate (with parameters) (30%)</i>  <b>Definition:</b> % of target ethnic groups for each RLC employee group compared to county, state and national availability pools.  <b>Source of Data:</b> COLLEAGUE, US 2000 Census data  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 98%  <b>Rationale:</b> ThunderTeam retained the target based on trend data.</p>
3.4.3	<p><b>Measure:</b> <i>Full-time employees hired within the academic year as % of target by employee group and ethnicity (30%)</i>  <b>Definition:</b> % of target ethnic groups for each RLC employee group compared to county, state and national availability pools.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> The target remains at maximum.</p>
3.4.4	<p><b>Measure:</b> <i>Diversity for credit adjunct faculty matches available pool in Dallas County (15%)</i>  <b>Definition:</b> Percent of adjunct faculty that are non-Anglo  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 24.25%  <b>Rationale:</b> ThunderTeam retained the target based on action plans to address this measure.</p>
<b>3.5</b>	<b>Provide a safe and healthy working environment (25%)</b>
3.5.1	<p><b>Measure:</b> <i># of on-the-job injury reports processed (15%)</i>  <b>Definition:</b> # of on-the-job injury reports processed  <b>Source of Data:</b> HR  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 44  <b>Rationale:</b> Thunderteam added this measure and 3.5.2 to replace the measure for the number of days lost in the top six work-related injury categories per year compared to possible number of work days for the full-time work force.</p>
3.5.2	<p><b>Measure:</b> <i># of on-the job accidents where employees lost more than 7 consecutive work days (25%)</i>  <b>Definition:</b> # of on-the job accidents where employees lost more than 7 consecutive work days  <b>Source of Data:</b> HR  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 2  <b>Rationale:</b> See 3.5.1.</p>
3.5.3	<p><b>Measure:</b> <i>% of call boxes in working order (5%)</i>  <b>Definition:</b> % of call boxes in working order  <b>Source of Data:</b> Facilities Services  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> Target set at maximum performance.</p>

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3.5.4	<p><b>Measure:</b> % of MSDS documentation up to date (15%)  <b>Definition:</b> % of MSDS documentation up to date          % Facilities MSDS documentation          % Science Labs MSDS documentation          % Arts MSDS documentation  <b>Source of Data:</b> Facilities Services  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> Target set at maximum performance.</p>
3.5.5	<p><b>Measure:</b> % of exterior lights targeted for replacement that have been replaced. (5%)  <b>Definition:</b> % of exterior lights targeted for replacement that have been replaced.  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> Target set at maximum performance.</p>
3.5.6	<p><b>Measure:</b> Percent of employees who lost vacation days two years in a row (10%)  <b>Definition:</b> Percent of employees who lost vacation days by exceeding the maximum accrual amount for the academic year.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Annually  <b>Goals:</b> ≤ 1.75%  <b>Rationale:</b> ThunderTeam increased the rigor of this target based on aggressive efforts to reduce the number of employees losing vacation days.</p>
3.5.7	<p><b>Measure:</b> Crimes/criminal incidents (based on CLERY Act reporting) (25%)  <b>Definition:</b> Number of crimes or criminal incidents that fall under the CLERY Act reporting standards.  <b>Source of Data:</b> Richland College Police  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 0.00  <b>Rationale:</b> The goal is that Richland will have no crimes that reach the severity of the CLERY Act guidelines.</p>
<b>4 ENSURE INSTITUTIONAL EFFECTIVENESS (25%)</b>	
<b>★ 4.1</b>	<b>Remain fiscally responsible and sound (35%)</b>
4.1.1	<p><b>Measure:</b> Corporate and Workforce Development Income (5%)  <b>Definition:</b> Measures the total income generated at Richland, Garland Campus, leased spaces and corporate sites. This income is from reimbursable and non-reimbursable training contact hours and services provided, such as curriculum design, employee testing, and job fairs.  <b>Source of Data:</b> Shellie Thomas, CE  <b>Frequency of Collection:</b> Weekly  <b>Target:</b> ≥ \$1,650,000  <b>Rationale:</b> ThunderTeam set the target based on environmental scanning and the termination of the Rock-On grant.</p>
4.1.2	<p><b>Measure:</b> % annual budget spent on salaries and benefits (15%)  <b>Definition:</b> Percent of college budget spent on salaries and benefits for the academic year.  <b>Source of Data:</b> Financial Services  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≤ 75%  <b>Rationale:</b> The target is the district standard for long-term fiscal health and remains the same for 2010-2011.</p>

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4.1.3	<p><b>Measure:</b> % annual budget spent on instruction (15%)  <b>Definition:</b> Percentage of total instructional budget to annual budget (not inclusive of employee benefits).  <b>Source of Data:</b> Financial Services  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 48%  <b>Rationale:</b> ThunderTeam increased the target based on trend data and increased the weight due to leadership's strategic focus on adding sufficient class sections to accommodate student demand.</p>
4.1.4	<p><b>Measure:</b> Amount of fund balance (5%)  <b>Definition:</b> Amount of total college fund balance as required by the Board of Trustees.  <b>Source of Data:</b> Financial Services  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ \$1,000,000  <b>Rationale:</b> ThunderTeam set the target to reflect funds to be expended during construction and renovation and shifted the weight importance to measure 4.1.3.</p>
4.1.5	<p><b>Measure:</b> % performance to budget (2%)  <b>Definition:</b> Amount of budget expended divided by amount allotted.  <b>Source of Data:</b> Financial Services  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> 100%  <b>Rationale:</b> ThunderTeam retained the target at maximum performance.</p>
4.1.6	<p><b>Measure:</b> Reimbursable contact hours composite (sub-measures for academic, tech-occ, non-credit and developmental) (20%)  <b>Definition:</b> Courses for which the college receives contact hour reimbursement from the THECB:  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 8,022,000  <b>Rationale:</b> ThunderTeam increased the target based on trend data and strategic improvement plans for the next five years.</p>
4.1.7	<p><b>Measure:</b> Reimbursable contact hour dollar amount difference between current year and previous year (academic, tech-occ, non-credit) (10%)  <b>Definition:</b> Dollar amount difference the college is reimbursed by the state for credit and non-credit contact hours between current year and previous year  <b>Source of Data:</b> Financial Services  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ \$1,924,932  <b>Rationale:</b> ThunderTeam based the target on projections presented to the Board of Trustees at the annual budget hearings, and increases overall for contact hours but declines for high-revenue producing contact hours. The weighting factor was changed to accommodate new measures.</p>
4.1.8	<p><b>Measure:</b> Annual electric utility costs per facilities square foot for the main campus (5%)  <b>Definition:</b> Annual cost of electric utilities per square foot for the main campus  <b>Source of Data:</b> Facilities Services  <b>Frequency of Collection:</b> monthly  <b>Target:</b> ≤ \$1.22  <b>Rationale:</b> Leadership tracks the cost of monthly utility bills to gauge the effect of conservation efforts. The weight was reduced to accommodate new measures.</p>
4.1.9	<p><b>Measure:</b> Annual electric utility costs per facilities square foot for the Garland Campus (5%)  <b>Definition:</b> Annual cost of electric utilities per square foot for the Garland Campus  <b>Source of Data:</b> College utility bills  <b>Frequency of Collection:</b> monthly  <b>Target:</b> ≤ \$1.22  <b>Rationale:</b> Leadership tracks the cost of monthly utility bills to gauge the effect of conservation efforts. The weight was reduced to accommodate new measures.</p>

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4.1.10	<p><b>Measure:</b> <i>Annual natural gas utility costs per sq. ft for the main campus (5%)</i>  <b>Definition:</b> Dollar cost of natural gas utilities per square foot for the main campus  <b>Source of Data:</b> Facilities Services  <b>Frequency of Collection:</b> monthly  <b>Target:</b> ≤ \$0.147  <b>Rationale:</b> Leadership tracks the cost of monthly utility bills to gauge the effect of conservation efforts. The weight was reduced to accommodate new measures.</p>
4.1.11	<p><b>Measure:</b> <i>Annual utility natural gas costs per sq. ft for the Garland Campus (5%)</i>  <b>Definition:</b> Dollar cost of natural gas utilities per square foot for the Garland Campus  <b>Source of Data:</b> Facilities Services  <b>Frequency of Collection:</b> monthly  <b>Target:</b> ≤ \$0.147  <b>Rationale:</b> Leadership tracks the cost of monthly utility bills to gauge the effect of conservation efforts. The weight was reduced to accommodate new measures.</p>
4.1.12	<p><b>Measure:</b> <i>Eligible students using e-Connect for credit registration (4%)</i>  <b>Definition:</b> The percent of RLC credit students who are eligible to enroll using e-Connect and do so.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 73%  <b>Rationale:</b> ThunderTeam increased the target based on trend data and eligibility requirements.</p>
4.1.13	<p><b>Measure:</b> <i>Credit class schedule optimization index (sub-measures for credit) (4%)</i>  <b>Definition:</b> Using an index of three sub-measures, the scheduling of classes will be monitored for efficient and effective use of existing space. The sub-measures are:              4.3.5a - % of classes canceled (≤ 8.00) Remains the same              4.3.5b - room capacity vs. desired capacity (≥70.00)              4.3.5c - desired capacity vs. actual enrollment for both credit and CE (≥ 80.00)          Note: Summer semesters are not included in the calculation  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> = 10.00 (Using the sub-measure index)  <b>Rationale:</b> The target is at maximum and remains the same for 2010-11. The targets for sub-measures also remained intact.</p>

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<b>4.2 Meet and exceed internal and external standards and requirements (35%)</b>	
★ 4.2.1	<p><b>Measure:</b> <i>Compliance with external agency requirements (sub-measures) (20%)</i></p> <p><b>Definition:</b> Percentage of compliance with regulations and requirements of an index of various external agencies :</p> <ul style="list-style-type: none"> <li>4.2.1a TX HazMet (100%)</li> <li>4.2.1b TX Department of Health-food service inspection (90%)</li> <li>4.2.1c SACS (100%)</li> <li>4.2.1d THECB (100%)</li> <li>4.2.1e Loan Default (<math>\leq 12.00</math>)</li> <li>4.2.1f AASHE STARS (<math>\geq 40</math>)</li> <li>4.2.1g Audit composite of the following               <ul style="list-style-type: none"> <li>Software License Compliance</li> <li>Hazardous Material Handling</li> <li>Criminal Background Checks</li> <li>NJCAA Compliance</li> <li>Mandatory Vacation Policy</li> <li>Assistance to Grant Thornton LLP</li> <li>Physical Assets Inventory</li> <li>Employee Travel Expenses</li> <li>Richland Collegiate High School</li> <li>Faculty Load</li> </ul> </li> </ul> <p><b>Source of Data:</b> Agencies listed above</p> <p><b>Frequency of Collection:</b> Monthly updates as available</p> <p><b>Target:</b> = 100%</p> <p><b>Rationale:</b> The target is at maximum and remains the same for 2010-11.</p>
★ 4.2.2	<p><b>Measure:</b> <i>% meeting standard on emergency preparedness (sub-measures) (20%)</i></p> <p><b>Definition:</b> Percentage meeting standard on emergency preparedness :</p> <ul style="list-style-type: none"> <li>4.2.2a # of successful drills for building evacuation (8)</li> <li>4.2.2b # of successful drills for building lock-down (1)</li> <li>4.2.2c # of successful drills for shelter in place (1)</li> </ul> <p><b>Source of Data:</b> Robert Baker, Greg Thomas</p> <p><b>Frequency of Collection:</b> Monthly updates as available</p> <p><b>Target:</b> = 100%</p> <p><b>Rationale:</b> Senior leadership committed to improve Richland's emergency preparedness including regular drills to determine plan effectiveness.</p>
4.2.3	<p><b>Measure:</b> <i>Compliance with other internal requirements (20%)</i></p> <p><b>Definition:</b> Percentage of compliance with internal regulations and requirements (Program review; loan default of extended payment on tuition):</p> <ul style="list-style-type: none"> <li>4.2.4a – Credit Program Review <math>\geq 100.00</math></li> <li>4.2.4b – Loan Default (% of students defaulting on extended payment tuition plans after 13 months) <math>\leq 8\%</math>.</li> </ul> <p><b>Source of Data:</b> VPSL; Financial Services</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> = 100%</p> <p><b>Rationale:</b> ThunderTeam retained the target for 4.2.3a at maximum performance and increased the rigor for 4.2.3b based on trend data and increased success with collection efforts.</p>

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4.2.4	<p><b>Measure:</b> % of net full-time faculty increase compared to contact hour increase (5%)  <b>Definition:</b> The % increase of net full-time faculty will correlate positively with the % increase of credit contact hours.  <b>Source of Data:</b> Colleague  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> <math>\geq 9.29</math>  <b>Rationale:</b> ThunderTeam decreased the rigor of the target to be consistent with the college's financial picture. The target was changed to match current performance with an intention to hold the line on the difference between increases in contact hour percentages and increases in new fulltime faculty hire percentages.</p>
4.2.5	<p><b>Measure:</b> % deployment of Performance Excellence Model (15%)  <b>Definition:</b> Percent of deployment of the college's Performance Excellence Model, including submeasures for the following:  a. % completion of Improvement Activities by projected completion date  b. % of EOY report target gap areas improved  c. % of slo or service assessments meeting minimum standard  d. % of disciplines/dept initiating an improvement activity to address results of prior year's assessments  e. % of RLC's key institutional processes mapped  f. % of improvement activities carried forward from previous year that were completed.  <b>Source of Data:</b> Institutional Effectiveness  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> ThunderTeam combined measure 4.2.6 &amp; 4.2.7 and included additional submeasures to track overall deployment of Performance Excellence Model. The weight was increased because the measures were combined.</p>
4.2.6	<p><b>Measure:</b> % of faculty with appropriate credentials on file in COLLEAGUE (20%)  <b>Definition:</b> % of faculty with appropriate credentials on file in COLLEAGUE  <b>Source of Data:</b> Colleague  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> <math>\geq 100</math>  <b>Rationale:</b> ThunderTeam added this measure to ensure compliance with SACSCOC requirements</p>
<b>4.3</b>	<b>Operate the college using environmentally sustainable practices (30%)</b>
4.3.1	<p><b>Measure:</b> Energy Utilization Index (30%)  <b>Definition:</b> Energy utilization is calculated by dividing total energy consumption (electricity plus natural gas) by the amount of conditioned floor space. This measure includes  number of electric kBtus per square foot (<math>\leq 62.0</math>) by location (main/Garland)  number of natural gas kBtus per square foot (<math>\leq 6.84</math>) by location (main/Garland)  <b>Source of Data:</b> Facilities Services  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> <math>\leq 100\%</math>  <b>Rationale:</b> Thunderteam increased the rigor of the target based on performance. The weight was increased because of the elimination of one measure.</p>
4.3.2	<p><b>Measure:</b> Water Conservation (30%)  <b>Definition:</b> Decrease in potable water used by the college as indicated by the following sub-measures are:  a. total gallons water used at the Main Campus (<math>\leq 33,000,000</math>)  b. total gallons water used at the Garland Campus (<math>\leq 3,500,000</math>)  c. % of water needs met with non-potable water at the Main Campus (<math>\geq 0.22</math>)  <b>Source of Data:</b> Facilities Department  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> Thunderteam set the target based on performance. The weight was increased because of the elimination of one measure.</p>

**Richland College**  
**2010 - 2011 KPIs – Definitions of Targets and Measures**

4.3.3	<p><b>Measure:</b> <i>Waste Minimization and Diversion (30%)</i></p> <p><b>Definition:</b> Reduction in total waste generated and increase in waste diverted from landfill:  a. weight of waste (including recyclables) in lbs generated per capita (<math>\leq 108,900</math>)  b. % diverted from landfill (% recyclables of all waste generated) (<math>\geq 53\%</math>)</p> <p><b>Source of Data:</b> Facilities Department</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> = 100%</p> <p><b>Rationale:</b> Thunderteam increased the rigor of the targets based on performance. The weight was increased because of the elimination of one measure.</p>
4.3.4	<p><b>Measure:</b> <i>Annual greenhouse gas emissions (10%)</i></p> <p><b>Definition:</b> Total greenhouse gas emissions produced by the college each year</p> <p><b>Source of Data:</b> Office of Sustainable Community Building &amp; OPRIE</p> <p><b>Frequency of Collection:</b> Annually</p> <p><b>Target:</b> <math>\leq 29,758</math></p> <p><b>Rationale:</b> Thunderteam increased the rigor of the target based on performance. Stretch targets are based on projections submitted in the Climate Action Plan submitted to ACUPCC with decreases of 2% per each year.</p>