

**Richland College**  
**2009 - 2010 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		<p><b>Measure:</b> <i>Contact hours from dual credit and concurrent classes (submeasures) (55%)</i>  <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 (≥ 301,440)  Dual Credit, regular (≥ 214,405)  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 515,845  <b>Rationale:</b> ThunderTeam increased the target over prior year attained, based on actual enrollment, projected increased participation from GISD, and the new Visual, Performing and Digital arts school charter.</p>
1.1.2		<p><b>Measure:</b> <i># of Service Learning hours including volunteer hours from Emeritus (35%)</i>  <b>Definition:</b> Service Learning hours by Richland credit students and volunteer hours of Emeritus students  Service Learning (≥18,500 hours)  Emeritus (≥3,537 hours)  <b>Source of Data:</b> Emeritus Office and Academic Enrichment  <b>Frequency of Collection:</b> Emeritus (monthly); Academic Enrichment (semesterly)  <b>Target:</b> ≥ 22,037  <b>Rationale:</b> ThunderTeam increased target based on economy calling some retiree's back to service and on capstone requirements for Service Learning in the RCHS curriculum.</p>
1.1.3		<p><b>Measure:</b> <i>RLC State Employee Charitable Contributions (10%)</i>  <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> Annual  <b>Target:</b> ≥ \$120,000  <b>Rationale:</b> Leadership increased the target to exceed prior year giving. Richland targets and performance consistently exceed District expectations.</p>
<b>1.2 Conduct open, regular communication with stakeholders (10%)</b>		
1.2.1		<p><b>Measure:</b> <i>Local service area public high school graduates within one year enrolled as credit students (40%)</i>  <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 raised the stretch target based on increased publicity about community colleges under the O'Bara administration and lack of available jobs for recent high school graduates.</p>
1.2.2		<p><b>Measure:</b> <i>Local service area market enrolled as students (40%)</i>  <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 left the stretch target intact based on trend data.</p>

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1.2.3	<p><b>Measure:</b> <i>Dallas County market enrolled as students (outside local service area) (10%)</i>  <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> <math>\geq 0.79\%</math>  <b>Rationale:</b> ThunderTeam increased the target based on distance learning trend data.</p>
1.2.4	<p><b>Measure:</b> <i>Unduplicated credit enrollments outside of Dallas County (10%)</i>  <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> = 21.1%  <b>Rationale:</b> ThunderTeam increased the target based on distance learning trend data.</p>
<b>1.3</b>	<b>Increase enrollment in service area historically underserved populations (15%)</b>
1.3.1	<p><b>Measure:</b> <i>Local service area historically underserved population enrolled as students (sub-measures) (45%)</i>  <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> <math>\geq 6\%</math>  <b>Rationale:</b> ThunderTeam left the stretch target intact based on trend data.</p>
1.3.2	<p><b>Measure:</b> <i>Local service area economically disadvantaged enrolled as students (25%)</i>  <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> <math>\geq 18.00\%</math>  <b>Rationale:</b> ThunderTeam increased the target based on enrollment spikes as result of economic downturn which will persist at least throughout this academic year.</p>
1.3.3	<p><b>Measure:</b> <i>Percent of non-HS graduate market in local service area (10%)</i>  <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> <math>\geq 2.74\%</math>  <b>Rationale:</b> ThunderTeam decided to keep the target aggressive because of enrollment increases during economic downturn.</p>
1.3.4	<p><b>Measure:</b> <i>Dallas County historically underserved market(Af-Am, Hisp) enrolled as students (outside local service area) (20%)</i>  <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> <math>\geq 0.80\%</math>  <b>Rationale:</b> ThunderTeam increased the target slightly based on trend data.</p>

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<b>1.4</b>	<b>Provide business and industry work force training (20%)</b>
1.4.1	<p><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> ≥ 605,000  <b>Rationale:</b> ThunderTeam decided to increase target based on enrollment increases and new program in Environmental Systems.</p>
1.4.2	<p><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> ≥ 800,000  <b>Rationale:</b> ThunderTeam left the target intact based on environmental scanning and trend data.</p>
1.4.3	<p><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> ≥ 30,000  <b>Rationale:</b> ThunderTeam kept the target intact based on declines in the number of companies who are able to pay for contract training.</p>
<b>1.5</b>	<b>Respond to community educational needs (50%)</b>
1.5.1	<p><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> ≥ 1,450,000  <b>Rationale:</b> ThunderTeam increased target based on trend data.</p>
1.5.2	<p><b>Measure:</b> <i>Contact hours for flex classes (sub-measures) (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> ≥ 2,400,000  <b>Rationale:</b> ThunderTeam increased target based on trend data and impact of economy on enrollment.</p>
1.5.3	<p><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> ≥ 4,600,000  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
1.5.4	<p><b>Measure:</b> <i>Developmental contact hours (sub-measures) (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 increased target based on trend data.</p>

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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> <i>Grade of "C" or better in all credit classes (sub-measures) (9%)</i></p> <p><b>Definition:</b> Percentage of students making a grade of "C" or better in all credit courses (includes withdrawals)</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 73%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data and increased the weight because of deleted measures in this KPI.</p>
2.1.2	<p><b>Measure:</b> <i>Grade of "C" or better in all credit classes for first time in college (ftic) (fall cohort) (3%)</i></p> <p><b>Definition:</b> Percentage of first-time-in-college students making a grade of "C" or better in all credit courses (includes withdrawals)</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 72%</p> <p><b>Rationale:</b> Target remained the same based on input from Academic Council. ThunderTeam increased the weight because of deleted measures in this KPI.</p>
2.1.3	<p><b>Measure:</b> <i>Credit class retention rate (9%)</i></p> <p><b>Definition:</b> Percentage of credit students enrolled in a class on certification date receiving a letter grade other than "W"</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 based on trend data and increased the weight because of deleted measures in this KPI..</p>
2.1.4	<p><b>Measure:</b> <i>Credit class retention for first time in college (fall cohort) (3%)</i></p> <p><b>Definition:</b> Percentage of first time in college students (fall cohort) enrolled in a class on certification date receiving a letter grade other than "W"</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 92%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data and increased the weight because of deleted measures in this KPI.</p>
2.1.5	<p><b>Measure:</b> <i>Associate degrees awarded (submeasures) (6%)</i></p> <p><b>Definition:</b> Number of students earning either a transfer or technical-occupational degree each year</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 925</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.1.6	<p><b>Measure:</b> <i>Credit certificates awarded (3%)</i></p> <p><b>Definition:</b> Number of students earning a certificate from a credit program each year</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 250</p> <p><b>Rationale:</b> ThunderTeam increased the target based on current performance and trend data.</p>

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2.1.7	<p><b>Measure:</b> <i>Students in cohort who meet their intended goal or are still enrolled (10%)</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> Semesterly  <b>Target:</b> ≥ 68%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.1.8	<p><b>Measure:</b> <i>Grade of "C" or better in core curriculum courses (10%)</i>  <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%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.1.9	<p><b>Measure:</b> <i>Students in core curriculum courses retained (10%)</i>  <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 increased the target based on trend data.</p>
2.1.10	<p><b>Measure:</b> <i>Grade of "C" or better in all on-line classes (5%)</i>  <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%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.1.11	<p><b>Measure:</b> <i>In class retention in all on-line classes (5%)</i>  <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> ≥ 87%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.1.12	<p><b>Measure:</b> <i>Students completing the core curriculum (8%)</i>  <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> ≥ 1,050  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.1.13	<p><b>Measure:</b> <i>Grade of "C" or better (excluding E grades) in Developmental Ed. classes (4%)</i>  <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> ≥ 69%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>

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2.1.14	<p><b>Measure:</b> <i>Students receiving “E” grades in Developmental Education classes that pass the course the following term (fall to spring,summer) (4%)</i></p> <p><b>Definition:</b> Students with “E” grades are tracked for eventual successful completion during the academic year. This includes students who pass the course the following term as well as students who pass the exit text.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 36%</p> <p><b>Rationale:</b> ThunderTeam retained the target based on trend data</p>
2.1.15	<p><b>Measure:</b> <i>Grade of “C” or better (excluding E grades) in ESOL classes (4%)</i></p> <p><b>Definition:</b> Percentage of all students enrolled in credit ESOL courses 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 retained the target based on trend data.</p>
2.1.16	<p><b>Measure:</b> <i>Students in ESOL receiving “E” grades that pass the course the following term (fall to spring/summer) (2%)</i></p> <p><b>Definition:</b> Students with “E” grades are tracked for eventual successful completion during the academic year.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 49%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.1.17	<p><b>Measure:</b> <i>Grade of “C” or better in college-level classes after developmental education (5%)</i></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><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semester</p> <p><b>Target:</b> ≥ 76%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
<b>2.2</b>	<p><b>Monitor and improve success for historically underserved student groups closing the gaps (40%)</b></p>
2.2.1	<p><b>Measure:</b> <i>Grade of “C” or better in all credit classes for historically under-served student groups (sub-measures) (9%)</i></p> <p><b>Definition:</b> Percentage of target students making a grade of “C” or better in all credit courses (includes withdrawals) with focus on African-American and Hispanic students.</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 retained the target based on trend data and increased the weight because of deleted measures in this KPI.</p>

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2.2.2	<p><b>Measure:</b> <i>Grade of “C” or better in all credit classes for ftic (fall cohort) historically underserved (Af-Am, Hisp) student groups (3%)</i></p> <p><b>Definition:</b> Percentage of target first-time in college (fall cohort) students making a grade of “C” or better in all credit courses (includes withdrawals) 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> ≥ 68%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data and increased the weight because of deleted measures in this KPI.</p>
2.2.3	<p><b>Measure:</b> <i>In class retention through semester in credit classes for historically underserved student groups (sub-measures) (9%)</i></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 increased the target based on trend data and increased the weight because of deleted measures in this KPI.</p>
2.2.4	<p><b>Measure:</b> <i>In class retention in credit classes for ftic (fall cohort) historically underserved (Af-Am, Hisp) student groups (3%)</i></p> <p><b>Definition:</b> Percentage of first time in college students (fall cohort) enrolled in class on certification date receiving a letter grade other than “W”.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 92%</p> <p><b>Rationale:</b> ThunderTeam increased the target and the weight to mirror Measure 2.2.4.</p>
2.2.5	<p><b>Measure:</b> <i>Associate degrees awarded for historically underserved student groups (sub-measures) (6%)</i></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> ≥ 370</p> <p><b>Rationale:</b> ThunderTeam increased the target based on..trend data.</p>
2.2.6	<p><b>Measure:</b> <i>Credit certificates awarded for historically underserved student groups (sub-measures) (3%)</i></p> <p><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</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 125</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data and certificate program enrollments.</p>
2.2.7	<p><b>Measure:</b> <i>Historically underserved students in the cohort who meet their intended goal or are still enrolled (10%)</i></p> <p><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.</p> <p><b>Source of Data:</b> COLLEAGUE; THECB, National Student Clearinghouse</p> <p><b>Frequency of Collection:</b> Annually</p> <p><b>Target:</b> ≥ 56.5%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>

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2.2.8	<p><b>Measure:</b> <i>Grade of “C” or better in core curriculum courses for historically underserved student groups (sub-measures) (10%)</i></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> ≥ 71.5%</p> <p><b>Rationale:</b> ThunderTeam retained the target based on trend data.</p>
2.2.9	<p><b>Measure:</b> <i>Students in core curriculum courses retained for historically underserved student groups (sub-measures) (10%)</i></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> ≥ 88%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.2.10	<p><b>Measure:</b> <i>Grade of “C” or better in all on-line classes for historically underserved student groups (5%)</i></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%</p> <p><b>Rationale:</b> ThunderTeam decreased the target based on trend data.</p>
2.2.11	<p><b>Measure:</b> <i>In class retention in all on-line classes for historically underserved students (5%)</i></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> ≥ 84%</p> <p><b>Rationale:</b> ThunderTeam decreased the target based on trend data.</p>
2.2.12	<p><b>Measure:</b> <i>Students completing the core curriculum for historically underserved student groups (sub-measures) (8%)</i></p> <p><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.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Annually</p> <p><b>Target:</b> ≥ 400</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.2.13	<p><b>Measure:</b> <i>Grade of “C” or better in developmental classes for historically underserved student groups (excluding E grades) (sub-measures) (4%)</i></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> ≥ 68%</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>Students receiving “E” grades in developmental education for historically underserved students that pass the course the following term (4%)</i></p> <p><b>Definition:</b> Historically underserved students with “E” grades are tracked for eventual successful completion or successful exit testing.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 32%</p> <p><b>Rationale:</b> ThunderTeam retained the stretch target based on trend data.</p>
2.2.15	<p><b>Measure:</b> <i>Grade of “C” or better in ESOL classes for historically underserved student groups excluding E grades (sub-measures) (4%)</i></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> ≥ 88%</p> <p><b>Rationale:</b> ThunderTeam retained the stretch target based on trend data.</p>
2.2.16	<p><b>Measure:</b> <i>Students receiving “E” grades in ESOL for historically underserved that pass the course following term (2%)</i></p> <p><b>Definition:</b> Historically underserved students with “E” grades are tracked for eventual successful completion 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> ≥ 33%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
2.2.17	<p><b>Measure:</b> <i>Grade of “C” or better in college-level classes after developmental education for historically underserved student groups (sub-measures) (5%)</i></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  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 increased target aggressively because of action plans to address this measure.</p>
<b>2.3</b>	<p><b>Promote student engagement and satisfaction with instructional practices and services to support student learning (20%)</b></p>
2.3.1	<p><b>Measure:</b> <i>Overall level of satisfaction with student services to support learning (7-point scale, NLSSI) (40%)</i></p> <p><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)</p> <p><b>Source of Data:</b> Noel-Levitz Student Satisfaction Inventory</p> <p><b>Frequency of Collection:</b> Biennially</p> <p><b>Target:</b> ≥ 6.00</p> <p><b>Rationale:</b> ThunderTeam retained the target based on current performance.</p>

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2.3.2	<p><b>Measure:</b> % exceeding target score on CCSSE average benchmark score (50) of student success (5 submeasures) (15%)</p> <p><b>Definition:</b> ThunderTeam will compare our performance on the five benchmarks of student success with the average benchmark score for all participating institutions.</p> <p><b>Source of Data:</b> Community College Survey of Student Engagement</p> <p><b>Frequency of Collection:</b> Bienially</p> <p><b>Target:</b> ≥ 85.00%</p> <p><b>Rationale:</b> ThunderTeam increased this target based on current initiatives to increase student engagement.</p>
2.3.3	<p><b>Measure:</b> Overall level of satisfaction of students with tutoring services (7-point scale, NLSSI) (15%)</p> <p><b>Definition:</b> Average score of students indicating their satisfaction with tutoring services provided at Richland on the Noel-Levitz student survey (7.0 scale)</p> <p><b>Source of Data:</b> Noel-Levitz Student Satisfaction Inventory</p> <p><b>Frequency of Collection:</b> Biennially</p> <p><b>Target:</b> ≥ 5.45</p> <p><b>Rationale:</b> ThunderTeam retained the target based on trend data.</p>
2.3.4	<p><b>Measure:</b> Overall level of satisfaction of students with Library services (7-point scale 2.3.4 NLSSI) (15%)</p> <p><b>Definition:</b> Average score of students indicating their satisfaction with Library services provided at Richland on the Noel-Levitz student survey (NLSSI 7.0 scale)</p> <p><b>Source of Data:</b> Noel-Levitz Student Satisfaction Inventory</p> <p><b>Frequency of Collection:</b> Biennially</p> <p><b>Target:</b> ≥ 5.60</p> <p><b>Rationale:</b> ThunderTeam retained the target based on trend data.</p>
2.3.5	<p><b>Measure:</b> Percent of classes incorporating eCampus in curriculum (15%)</p> <p><b>Definition:</b> All credit classes flagged with e-Campus participation in Colleague</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ 85%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on initiatives to increase training for faculty on the use of eCampus.</p>
<b>3 <u>EMPOWER ALL EMPLOYEES TO SUCCEED (20%)</u></b>	
<b>3.1</b>	<b>Promote excellence in job performance (15%)</b>
3.1.1	<p><b>Measure:</b> Decision-making days mandated annually to non-contractual employees (25%)</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 increased the target based on current performance and decreased the weight because new a measure was added.</p>
3.1.2	<p><b>Measure:</b> Contracts non-renewed annually due to performance issues (25%)</p> <p><b>Definition:</b> Number of contracts non-renewed for performance issues each year divided by total number of contracts awarded.</p> <p><b>Source of Data:</b> Richland Human Resources Director</p> <p><b>Frequency of Collection:</b> Annually</p> <p><b>Target:</b> ≤ .004%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data and decreased the weight because new a measure was added.</p>

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3.1.3	<p><b>Measure:</b> <i>Employees satisfied with RLC recognition programs (5-point scale, CQS) (25%)</i>  <b>Definition:</b> Overall employee rating on a 5-point scale on the Campus Quality Survey indicating satisfaction with employee recognition programs at RLC  <b>Source of Data:</b> Campus Quality Survey  <b>Frequency of Collection:</b> Biennially  <b>Target:</b> ≥ 3.50  <b>Rationale:</b> ThunderTeam retained 2007-08 target based on trend data. Leadership will re-administer the CQS in Fall 2009. The weight was decreased because new a measure was added.</p>
3.1.4	<p><b>Measure:</b> <i>Student perception of faculty index (sub-measures) (25%)</i>  <b>Definition:</b> An index of student perception of faculty using various survey items on the NLSSI, the CCSSE, and the Student Evaluation of Instruction for an overall score.  <b>Source of Data:</b> NLSSI, CCSSE, SEI  <b>Frequency of Collection:</b> Annually  <b>Target:</b> = 10.00  <b>Rationale:</b> ThunderTeam tracks an index of faculty performance measures based on student perception. The target is currently at maximum performance. The weight was decreased because new a measure was added.</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 (70%)</i>  <b>Definition:</b> Percentage of employees satisfied to very satisfied with overall employment at Richland College  <b>Source of Data:</b> Campus Quality Survey  <b>Frequency of Collection:</b> Biennially  <b>Target:</b> ≥ 85%  <b>Rationale:</b> ThunderTeam retained the stretch target based on trend data.</p>
3.2.2	<p><b>Measure:</b> <i>Employee satisfaction rating of ThunderValues deployment (segmented by leadership level and employee group) scale of 1-5 (low to high) (30%)</i>  <b>Definition:</b> Average overall scores based on employee responses to the biennial ThunderValues survey  <b>Source of Data:</b> ThunderValues Survey  <b>Frequency of Collection:</b> Biennially  <b>Target:</b> ≥ 4.05  <b>Rationale:</b> ThunderTeam retained the stretch target based on trend data and decreased the weight because new a measure was added.</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 (30%)</i>  <b>Definition:</b> Percentage of staff and faculty who exceed the required 36 hours of professional development hours for the year  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Quarterly  <b>Target:</b> ≥ 95%  <b>Rationale:</b> ThunderTeam retained stretch target based on trend data and decreased the weight because new a measure was added.</p>
3.3.2	<p><b>Measure:</b> <i>% of Full time employees meeting staff development requirements (50%)</i>  <b>Definition:</b> Percentage of staff and faculty who meet the required 36 hours of professional development hours for the year  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Quarterly  <b>Target:</b> ≥ 100%  <b>Rationale:</b> ThunderTeam determined that it was equally important to track % of employees meeting this requirement as it was to track those exceeding it.</p>

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3.3.3	<p><b>Measure:</b> <i>Adjuncts who have participated in LENS, Cooperative Learning, or QEP (discipline specific professional development) (20%)</i></p> <p><b>Definition:</b> Cumulative percentage of persons teaching as adjunct faculty who participate in an instructional development activity such as LENS, Cooperative Learning or discipline specific QEP activity</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Quarterly</p> <p><b>Target:</b> <math>\geq 75\%</math></p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data and decreased the weight because new a measure was added.</p>
<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 (segmented by reason for turnover) (25%)</i></p> <p><b>Definition:</b> Percentage of employees that leave Richland College each year either through resignation, retirement, deaths, transfer, reduction in force, and involuntary departures</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> <math>\leq 10\%</math></p> <p><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 (sub-measures by employee group and ethnicity) (30%)</i></p> <p><b>Definition:</b> % of target ethnic groups for each RLC employee group compared to county, state and national availability pools.</p> <p><b>Source of Data:</b> COLLEAGUE, US 2000 Census data</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> <math>\geq 98\%</math></p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data and increased the weight because measure 3.4.5 was deleted.</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 (25%)</i></p> <p><b>Definition:</b> % of target ethnic groups for each RLC employee group compared to county, state and national availability pools.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> = 100%</p> <p><b>Rationale:</b> The target remains at maximum. Thunderteam increased the weight because measure 3.4.5 was deleted.</p>
3.4.4	<p><b>Measure:</b> <i>Diversity for credit adjunct faculty matches available pool in Dallas County (sub-measures by ethnicity) (10%)</i></p> <p><b>Definition:</b> Percent of adjunct faculty that are non-Anglo</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> <math>\geq 24.25\%</math></p> <p><b>Rationale:</b> ThunderTeam decreased the target based on trend data and our ability to allow existing adjuncts to teach more than 2 class sections.</p>
3.4.5	<p><b>Measure:</b> <i>Credit sections taught by ethnically diverse faculty (10%)</i></p> <p><b>Definition:</b> Percent of credit sections that are taught by non-Anglo faculty.</p> <p><b>Source of Data:</b> COLLEAGUE</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> <math>\geq 30\%</math></p> <p><b>Rationale:</b> ThunderTeam retained target based on trend data.</p>

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<b>3.5</b>	<b>Provide a safe and healthy working environment (25%)</b>
3.5.1	<p><b>Measure:</b> <i>Employees participating in the college wellness program (40%)</i>  <b>Definition:</b> Number of employees, full-time and limited full-time, who participate in college-sponsored blood testing  <b>Source of Data:</b> Richland College Health Center  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> <math>\geq 325</math>  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
3.5.2	<p><b>Measure:</b> <i>Days lost in the top six work related injury categories per year compared to possible # of work days for the full-time workforce (40%)</i>  <b>Definition:</b> % days lost per year due to injuries from one of the top six work-related categories within the District calculated by dividing the number of days lost divided by the number of possible work days. Top six work-related injury categories in the District are:              1. Slip/Fall              2. Cut, Puncture, Scrape              3. Strain or Sprain primarily from lifting              4. Objects in the Eye              5. Crush or mash injuries to extremities              6. Carpal Tunnel Syndrome  <b>Source of Data:</b> Workman's Comp records kept by RLC Employee Services and Professional Development (HR) division; DCCCD  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> <math>\leq 0.001\%</math>  <b>Rationale:</b> ThunderTeam retained the 2008-09 target based on trend data.</p>
3.5.3	<p><b>Measure:</b> <i>Percent of employees who lost vacation days two years in a row (20%)</i>  <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> <math>\leq 2\%</math>  <b>Rationale:</b> The target remains the same based on aggressive efforts to reduce the number of employees losing vacation days.</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> <i>Corporate and Workforce Development Income (5%)</i>  <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> <math>\geq \\$1,500,000</math>  <b>Rationale:</b> ThunderTeam set the target based on environmental scanning. The weight was decreased because new measures were added.</p>
4.1.2	<p><b>Measure:</b> <i>Annual budget spent on salaries and benefits (15%)</i>  <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> <math>\leq 75\%</math>  <b>Rationale:</b> The target is the district standard for long-term fiscal health and remains the same for 2009-2010. The weight was decreased because new measures were added.</p>

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4.1.3	<p><b>Measure:</b> <i>Annual budget spent on instruction (10%)</i>  <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> ≥ 46%  <b>Rationale:</b> ThunderTeam set the target 1% higher than the DCCCD Board of Trustee target of 45%. The weighting factor was changed to accommodate new measures.</p>
4.1.4	<p><b>Measure:</b> <i>Amount of fund balance (10%)</i>  <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. The weighting factor was changed to accommodate new measures.</p>
4.1.5	<p><b>Measure:</b> <i>% performance to budget (2%)</i>  <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 added this measure to ensure that we spend 100% of our budget so as not to underspend when there are projects waiting to be funded.</p>
4.1.6	<p><b>Measure:</b> <i>Reimbursable contact hours composite (sub-measures for academic, tech-occ, non-credit and developmental) (20%)</i>  <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> ≥ 7,210,000  <b>Rationale:</b> ThunderTeam set the target based on a composite of projections for transfer, developmental, technical-occupational and non-credit continuing education contact hours. The weighting factor was changed to accommodate new measures.</p>
4.1.7	<p><b>Measure:</b> <i>Difference in dollar amount for reimbursable contact hours between current year and previous year (academic, tech-occ, non-credit) (10%)</i>  <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> ≥ \$3,236,793  <b>Rationale:</b> ThunderTeam based 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 utility costs (cents) per facilities square foot – Electric (10%)  <b>Definition:</b> \$ Cost of electric utilities per square foot  <b>Source of Data:</b> College utility bills  <b>Frequency of Collection:</b> monthly  <b>Target:</b> ≤ \$1.08  <b>Rationale:</b> Leadership tracks the cost of monthly utility bills to gauge the effect of conservation efforts.</p>
4.1.9	<p><b>Measure:</b> Annual utility costs (cents) per sq. ft – Natural Gas (10%)  <b>Definition:</b> Dollar cost of electric utilities per square foot  <b>Source of Data:</b> College utility bills  <b>Frequency of Collection:</b> monthly  <b>Target:</b> ≤ \$0.44  <b>Rationale:</b> Leadership tracks the cost of monthly utility bills to gauge the effect of conservation efforts.</p>

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4.1.10	<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> <math>\geq 72\%</math>  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
4.1.11	<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 (<math>\leq 8.00</math>) Remains the same              4.3.5b - room capacity vs. desired capacity (<math>\geq 70.00</math>)              4.3.5c - desired capacity vs. actual enrollment for both credit and CE (<math>\geq 80.00</math>)          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 2008-09. The target for sub-measure 4.3.5b was decreased based on trend data. The target for sub-measure 4.3.5c was increased based on trend data.</p>
<b>4.2</b>	<b>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>  <b>Definition:</b> Percentage of compliance with regulations and requirements of an index of various external agencies :              4.2.1a TX HazMet (100%)              4.2.1b TX Department of Health-food service inspection (90%)              4.2.1c SACS (100%)              4.2.1d THECB (100%)              4.2.1e Loan Default (<math>\leq 15.80</math>)              4.2.1f AASHE STARS (<math>\geq 48</math>)              4.2.1g Audit composite of the following                  Software License Compliance                  Hazardous Material Handling                  Criminal Background Checks                  NJCAA Compliance                  Mandatory Vacation Policy                  Assistance to Grant Thornton LLP                  Physical Assets Inventory                  Employee Travel Expenses                  Richland Collegiate High School                  Faculty Load  <b>Source of Data:</b> Agencies listed above  <b>Frequency of Collection:</b> Monthly updates as available  <b>Target:</b> = 100%  <b>Rationale:</b> The target is at maximum and remains the same for 2009-10. ThunderTeam raised the maximum target for sub-measure 4.2.1e in anticipation of the latest default rate determined by federal loan authorities.</p>

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4.2.2	<p><b>Measure:</b> % meeting standard on emergency preparedness (sub-measures) (20%)  <b>Definition:</b> Percentage meeting standard on emergency preparedness :  4.2.2a # of successful drills for building evacuation (1)  4.2.2b # of successful drills for building lock-down (1)  4.2.2c # of successful drills for shelter in place (1)  <b>Source of Data:</b> Robert Baker, Greg Thomas  <b>Frequency of Collection:</b> Monthly updates as available  <b>Target:</b> = 100%  <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> Compliance with standards for college facilities and grounds (sub-measures) (5%)  <b>Definition:</b> An index of sub-measures monitors maintenance of college building and facilities (restroom cleanliness; call box operation; complaints per month vs. same month in previous year; tonnage of recyclables; square feet of classrooms/halls/offices painted).  <b>Source of Data:</b> Richland Facilities  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> The target is at maximum and remains the same for 2009-10.</p>
4.2.4	<p><b>Measure:</b> Crimes/criminal incidents per FTSE annually (15%)  <b>Definition:</b> Number of crimes or criminal incidents per full-time student equivalent per year  <b>Source of Data:</b> Richland College Police  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≤ 0.01  <b>Rationale:</b> The maximum target remains the same based on trend data and service area crime statistics.</p>
4.2.5	<p><b>Measure:</b> Compliance with other internal requirements (20%)  <b>Definition:</b> Percentage of compliance with internal regulations and requirements (Program review; loan default of extended payment on tuition):  4.2.4a – Credit Program Review ≥ 100.00  4.2.4b – Loan Default ≤10% students defaulting on extended payment tuition plans after 13 months  <b>Source of Data:</b> VPSL; Financial Services  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> = 100%  <b>Rationale:</b> Leadership raised the sub-measure target for 4.2.4a to offset a decrease in the rigor for the program review scoring system. ThunderTeam retained the target for 4.2.4b based on the declining economy and an increased number of students who do not pay their loans on time.</p>
4.2.6	<p><b>Measure:</b> % of net full-time faculty increase compared to contact hour increase (10%)  <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> ≥ 3.5  <b>Rationale:</b> ThunderTeam retained the target based on trend data.</p>

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4.2.7	<p><b>Measure:</b> % deployment of Performance Excellence Model (submeasures) (10%)  <b>Definition:</b> Percent of deployment of the college's Performance Excellence Model, including submeasures for the following:</p> <ul style="list-style-type: none"> <li>a. % PIIP's successfully deployed by projected completion date</li> <li>b. % of EOY report target gap areas improved</li> <li>c. % disciplines/departments participating in SLO assessments</li> <li>d. % of benchmarking projects completed in the time frame indicated on the Benchmarking form</li> <li>e. % of initiated DAPs completed by projected completion date</li> <li>f. % of institutional processes mapped</li> </ul> <p><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.</p>
<b>4.3</b>	<b>Monitor and reduce greenhouse gas emissions (30%)</b>
4.3.1	<p><b>Measure:</b> Energy Intensity Index (25%)  <b>Definition:</b> Energy intensity 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 6.0</math>)              number of natural gas kBtus per square foot (<math>\leq 2.9</math>)</p> <p><b>Source of Data:</b> Facilities Department  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> <math>\leq 100\%</math>  <b>Rationale:</b> STARS rewards institutions that achieve a 3-year downward trend in energy intensity of at least 2%.</p>
4.3.2	<p><b>Measure:</b> Water Consumption (20%)  <b>Definition:</b> Decrease in potable water consumed by the college as indicated by the following sub-measures are:</p> <ul style="list-style-type: none"> <li>a. amount of non-irrigation water consumed per sq ft of building space (<math>\leq 6.0</math>)</li> <li>b. % of irrigation needs met with non-potable water (<math>\geq 15\%</math>)</li> </ul> <p><b>Source of Data:</b> Facilities Department  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> STARS recognizes institutions that reduce potable non-irrigation water consumption by at least 10% (over baseline year), and institutions that meet at least 50% of its irrigation needs with non-potable water.</p>
4.3.3	<p><b>Measure:</b> Waste Minimization and Diversion (20%)  <b>Definition:</b> Reduction in total waste generated and increase in waste diverted from landfill:</p> <ul style="list-style-type: none"> <li>a. weight of waste (including recyclables) in lbs generated per capita (<math>\leq 4.5</math>)</li> <li>b. % diverted from landfill (% recyclables of all waste generated) (<math>\geq 50\%</math>)</li> </ul> <p><b>Source of Data:</b> Facilities Department  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> STARS rewards institutions that achieve a 3-three downward trend in waste generated per capita, and institutions that divert at least 15% of their waste from landfill.</p>
4.3.4	<p><b>Measure:</b> Reduction in harmful emissions due to commuting (25%)  <b>Definition:</b> Reduction in commute emissions by employees as measured by the # of miles reduced.  <b>Source of Data:</b> Office of Sustainable Community Building  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 67,400  <b>Rationale:</b> 2/3 of Richland's carbon footprint is attributed to emissions generated from commuting.</p>

**Richland College**  
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4.3.5	<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 42,840</math></p> <p><b>Rationale:</b> 2009-10 target is based on expected increase of 15% due to new Sabine coming online. Stretch targets are based on projections submitted in the Climate Action Plan submitted to ACUPCC, namely a decrease to 08-09 levels by 2010-10 with subsequent decreases of 2% per year each year thereafter.</p>
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