

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

<b>1</b>	<b><u>IDENTIFY AND MEET EDUCATIONAL NEEDS (20%)</u></b>	
<b>1.1</b>	<b>Initiate proactive community relationship building (5%)</b>	
	1.1.1	<p><b>Measure:</b> <i>Contact hours from dual credit and concurrent classes (55%)</i>  <b>Definition:</b> Contact hours generated each semester by high school students enrolled in concurrent and dual credit courses, including Richland High School students.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≥ 421,544  <b>Rationale:</b> ThunderTeam increased the target slightly over prior year attained, projecting significant growth will not occur until the RCHS charter is amended to admit more students.</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 (≥19,000 hours)              Emeritus (≥ 3,000 hours)  <b>Source of Data:</b> Emeritus Office and Academic Enrichment  <b>Frequency of Collection:</b> Emeritus (monthly); Academic Enrichment (semesterly)  <b>Target:</b> ≥ 22,000  <b>Rationale:</b> ThunderTeam retained the current stretch target based on efforts to increase college-wide service learning participation requirements for Service Learning in the RCHS curriculum, and volunteer hours in the new Boomer Emeritus program.</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> ≥ \$115,000  <b>Rationale:</b> Leadership increased the target to exceed prior year giving. Richland targets and performance consistently exceed District expectations.</p>
<b>1.2</b>	<b>Conduct open, regular communication with stakeholders (10%)</b>	
<b>Revised</b>	1.2.1	<p><b>Measure:</b> <i>Local service area public high school graduates who enroll in a credit class within one year of graduation (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> ≥ 28.50%  <b>Rationale:</b> ThunderTeam raised the stretch target based on grant-funded initiatives and changed the weighting factor to accommodate a new measure for KPI 1.2.</p>
<b>Revised</b>	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 and changed the weighting factor to accommodate a new measure.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

		<p>1.2.3 <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 0.75\%</math>  <b>Rationale:</b> ThunderTeam left the stretch target intact based on trend data.</p>
	<b>NEW</b>	<p>1.2.4 <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> = 20.00  <b>Rationale:</b> ThunderTeam added a new measure to determine the out of county impact of distance learning on enrollment.</p>
	<b>1.3</b>	<b>Increase enrollment in service area historically underserved populations (15%)</b>
	<b>Revised</b>	<p>1.3.1 <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 changed the weighting factor to accommodate a new measure for KPI 1.3 and left the stretch target intact based on trend data.</p>
		<p>1.3.2 <b>Measure:</b> <i>Local service area economically disadvantaged student enrollment (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 10.5\%</math>  <b>Rationale:</b> ThunderTeam increased the target based on new data obtained from the Financial Aid file including awards for PELL Grants and Rising Star.</p>
	<b>NEW</b>	<p>1.3.3 <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 added this measure to determine how well we serve the community educational needs for this typically underserved market.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

		<p>1.3.4 <b>Measure:</b> <i>Dallas County underserved market 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 0.75\%</math>  <b>Rationale:</b> ThunderTeam increased the target slightly based on trend data.</p>
<b>1.4</b>		<b>Provide business and industry work force training (20%)</b>
		<p>1.4.1 <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> <math>\geq 550,000</math>  <b>Rationale:</b> ThunderTeam decreased the target after determining that the 2007-08 target was too aggressive given our current technical-occupational offerings and trend performance. The Horticulture Program will close in 2009.</p>
		<p>1.4.2 <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> <math>\geq 800,000</math>  <b>Rationale:</b> ThunderTeam left the target intact based on environmental scanning and trend data.</p>
		<p>1.4.3 <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> <math>\geq 30,000</math>  <b>Rationale:</b> ThunderTeam decreased the target based on continuing fluctuations in business and industry demand for contact training. Staffing is currently at 50% of prior year.</p>
<b>1.5</b>		<b>Respond to community educational needs (50%)</b>
	<b>Revised</b>	<p>1.5.1 <b>Measure:</b> <i>On-line contact hours generated with sub-measures by discipline (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> <math>\geq 1,206,890</math>  <b>Rationale:</b> ThunderTeam increased target based on trend data and changed the weighting factor to reflect deletion of one measure in KPI 1.5.</p>
		<p>1.5.2 <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> <math>\geq 1,700,000</math>  <b>Rationale:</b> ThunderTeam retained the current stretch target based on trend data.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

		<p>1.5.3 <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> ≥ 4,230,000  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
		<p>1.5.4 <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> ≥ 1,250,000  <b>Rationale:</b> ThunderTeam increased target based on trend data and more rigorous placement standards resulting in increased developmental course student placement.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

<b>2</b>	<b><u>ENABLE ALL STUDENTS TO SUCCEED (35%)</u></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) (6%)</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> ≥ 72%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</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) (1%)</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> ThunderTeam increased the target based on trend data.</p>
	2.1.3	<p><b>Measure:</b> <i>Grade of “C” or better in all credit classes for RCHS students (2%)</i></p> <p><b>Definition:</b> Percentage of Richland Collegiate High School 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> ≥ 85%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	2.1.4	<p><b>Measure:</b> <i>Credit class retention rate (6%)</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> ≥ 87%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	2.1.5	<p><b>Measure:</b> <i>Credit class retention for first time in college (fall cohort) (1%)</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> ≥ 88%</p> <p><b>Rationale:</b> ThunderTeam increased the target based on increased institutional efforts to engage and retain first time in college students.</p>
	2.1.6	<p><b>Measure:</b> <i>RCHS students retained in credit classes (2%)</i></p> <p><b>Definition:</b> Percentage of Richland Collegiate High School 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> ≥ 95%</p> <p><b>Rationale:</b> ThunderTeam retained the current stretch target.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

	<p>2.1.7 <b>Measure:</b> <i>Associate degrees awarded (submeasures) (6%)</i>  <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> ≥ 875  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>2.1.8 <b>Measure:</b> <i>Credit certificates awarded (3%)</i>  <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> ≥ 200  <b>Rationale:</b> ThunderTeam decreased the target based on current performance and trend data. ThunderTeam anticipates a leveling of certificate awards in 2008-09 caused, in part, by the closure of the Horticulture program and the overall health of existing technical-occupational programs.</p>
	<p>2.1.9 <b>Measure:</b> <i>Students in cohort who meet their intended goal or are still enrolled (10%)</i>  <b>Definition:</b> Percent of students in the fall cohort 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> ≥ 68%  <b>Rationale:</b> The stretch target remains unchanged based on trend data.</p>
	<p>2.1.10 <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> ≥ 72%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>2.1.11 <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> ≥ 86%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>2.1.12 <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> ≥ 69%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>2.1.13 <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> ≥ 85%  <b>Rationale:</b> The stretch target remains unchanged based on trend data.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

<b><u>NEW</u></b>	2.1.14 <b>Measure:</b> % of contact hours for top 20 enrollment courses that are repeats (2%) <b>Definition:</b> % of contact hours in top 20 enrollment courses that students have already attempted in previous terms. <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> < 21.00 <b>Rationale:</b> ThunderTeam added this measure to track how many contact hours may be affected by new THECB rulings such as the 3-peat and 6-drop rules. ThunderTeam set a baseline target using current performance.
<b><u>NEW</u></b>	2.1.15 <b>Measure:</b> % of Developmental contact hours that are repeats (2%) <b>Definition:</b> % of developmental contact hours attempted by students in previous terms. <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> < 35.00 <b>Rationale:</b> ThunderTeam added this measure to track how many contact hours may be affected by new THECB rulings such as the 6-drop rule. ThunderTeam set a baseline target using current performance.
<b><u>NEW</u></b>	2.1.16 <b>Measure:</b> % of ESOL contact hours that are repeats (2%) <b>Definition:</b> % of ESOL contact hours attempted by students in previous terms. <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> < 21.00 <b>Rationale:</b> ThunderTeam added this measure to track how many contact hours may be effected by new THECB rulings such as the 6-drop rule. ThunderTeam set a baseline target using current performance.
<b><u>Revised</u></b>	2.1.17 <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> ≥ 1,000 <b>Rationale:</b> ThunderTeam increased the target based on trend data.and changed the weighting factor to accommodate three new measures.
<b><u>Revised</u></b>	2.1.18 <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> ≥ 65% <b>Rationale:</b> ThunderTeam increased the target based on trend data and changed the weighting factor to accommodate three new measures.
<b><u>Revised</u></b>	2.1.19 <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> <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. <b>Source of Data:</b> COLLEAGUE <b>Frequency of Collection:</b> Semesterly <b>Target:</b> ≥ 35% <b>Rationale:</b> ThunderTeam increased the target based on trend data.

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

	<p>2.1.20 <b>Measure:</b> <i>Grade of “C” or better (excluding E grades) in ESOL classes (4%)</i>  <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> ≥ 90%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>2.1.21 <b>Measure:</b> <i>Students in ESOL receiving “E” grades that pass the course the following term (fall to spring/summer) (2%)</i>  <b>Definition:</b> Students with “E” grades are tracked for eventual successful completion during the academic year.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 37%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>2.1.22 <b>Measure:</b> <i>Grade of “C” or better in college-level classes after developmental education (5%)</i>  <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  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semester  <b>Target:</b> ≥ 73%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
<b>2.2</b>	<b>Monitor and improve success for historically underserved student groups closing the gaps (40%)</b>
	<p>2.2.1 <b>Measure:</b> <i>Grade of “C” or better in all credit classes for historically underserved student groups (sub-measures) (6%)</i>  <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.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 71.5%  <b>Rationale:</b> The ThunderTeam increased the target based on trend data.</p>
	<p>2.2.2 <b>Measure:</b> <i>Grade of “C” or better in all credit classes for ftic (fall cohort) historically underserved (Af-Am, Hisp) student groups (1%)</i>  <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.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 65%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

		<p>2.2.3 <b>Measure:</b> <i>Grade of “C” or better in all credit classes for RCHS historically underserved (Af-Am, Hisp) student groups. (2%)</i>  <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> for African-American and Hispanic segments.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 82.5%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
		<p>2.2.4 <b>Measure:</b> <i>In class retention through semester in credit classes for historically underserved student groups (sub-measures) (6%)</i>  <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  <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>
		<p>2.2.5 <b>Measure:</b> <i>In class retention in credit classes for ftic (fall cohort) historically underserved (Af-Am, Hisp) student groups (1%)</i>  <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”.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 88%  <b>Rationale:</b> ThunderTeam increased the target based on increased institutional efforts to engage and retain first time in college students.</p>
		<p>2.2.6 <b>Measure:</b> <i>In class retention through semester in credit classes for RCHS historically underserved (Af-Am, Hisp) student groups (2%)</i>  <b>Definition:</b> Percentage of Richland Collegiate High School students enrolled in a class on certification date and receiving a letter grade other than “W”.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 97%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
		<p>2.2.7 <b>Measure:</b> <i>Associate degrees awarded for historically underserved student groups (sub-measures) (6%)</i>  <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.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 345  <b>Rationale:</b> ThunderTeam decreased the target since the current structure of the core curriculum and THECB transfer guidelines encourage completers to transfer to senior level colleges before obtaining a degree.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

	<p>2.2.8 <b>Measure:</b> <i>Credit certificates awarded for historically underserved student groups (sub-measures) (3%)</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> ≥ 110  <b>Rationale:</b> ThunderTeam decreased the target based on current performance and trend data. ThunderTeam anticipates a leveling of certificate awards in 2008-09 caused, in part, by the closure of the Horticulture program and the overall health of existing technical-occupational programs.</p>
	<p>2.2.9 <b>Measure:</b> <i>Historically underserved students in the cohort who meet their intended goal or are still enrolled (10%)</i>  <b>Definition:</b> % of target groups in fall cohort 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> ≥ 55%  <b>Rationale:</b> ThunderTeam retained the stretch target based on trend data.</p>
	<p>2.2.10 <b>Measure:</b> <i>Grade of “C” or better in core curriculum courses for historically underserved student groups (sub-measures) (10%)</i>  <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.  <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 trend data.</p>
	<p>2.2.11 <b>Measure:</b> <i>Students in core curriculum courses retained for historically underserved student groups (sub-measures) (10%)</i>  <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.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 86%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>2.2.12 <b>Measure:</b> <i>Grade of “C” or better in all on-line classes for historically underserved student groups (5%)</i>  <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.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 71.50%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

		<p>2.2.13 <b>Measure:</b> <i>In class retention in all on-line classes for historically underserved students (5%)</i>  <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.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 85%  <b>Rationale:</b> ThunderTeam retained the stretch target based on trend data.</p>
	<u>NEW</u>	<p>2.2.14 <b>Measure:</b> <i>% of contact hours for top 20 enrollment courses that are repeats for historically underserved students (2%)</i>  <b>Definition:</b> Percent of contact hours in top 20 enrollment courses that students have attempted in previous terms.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≤ 25.00  <b>Rationale:</b> ThunderTeam added this measure to monitor how many contact hours may be affected by new THECB rulings such as the 3-peat and 6-drop rule. ThunderTeam set a baseline target using current performance.</p>
	<u>NEW</u>	<p>2.2.15 <b>Measure:</b> <i>% of Developmental contact hours that are repeats for historically underserved students (2%)</i>  <b>Definition:</b> Percent of developmental contact hours attempted by students in previous terms.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≤ 35.00  <b>Rationale:</b> ThunderTeam added this measure to track how many contact hours may be affected by new THECB rulings such as the 6-drop rule. ThunderTeam set a baseline target using current performance.</p>
	<u>NEW</u>	<p>2.2.16 <b>Measure:</b> <i>% of ESOL contact hours that are repeats for historically underserved students (2%)</i>  <b>Definition:</b> Percent of ESOL contact hours attempted by students in previous terms  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≤ 30.00  <b>Rationale:</b> ThunderTeam added this measure to track how many contact hours may be affected by new THECB rulings such as the 6-drop rule. ThunderTeam set a baseline target using current performance.</p>
	<u>Revised</u>	<p>2.2.17 <b>Measure:</b> <i>Students completing the core curriculum for historically underserved student groups (sub-measures) (8%)</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> ≥ 375  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

<b>Revised</b>	<p>2.2.18 <b>Measure:</b> <i>Grade of “C” or better in developmental classes for historically underserved student groups (excluding E grades) (sub-measures) (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) 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> ≥ 64%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>2.2.19 <b>Measure:</b> <i>Students receiving “E” grades in developmental education for historically underserved students that pass the course the following term (4%)</i>  <b>Definition:</b> Historically underserved students with “E” grades are tracked for eventual successful completion or successful exit testing.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 32%  <b>Rationale:</b> ThunderTeam retained the stretch target based on trend data.</p>
	<p>2.2.20 <b>Measure:</b> <i>Grade of “C” or better in ESOL classes for historically underserved student groups excluding E grades (sub-measures) (4%)</i>  <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  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 88%  <b>Rationale:</b> ThunderTeam increased target based on trend data.</p>
	<p>2.2.21 <b>Measure:</b> <i>Students receiving “E” grades in ESOL for historically underserved that pass the course following term (2%)</i>  <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.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 32.50%  <b>Rationale:</b> ThunderTeam decreased target based on trend data and a target that was initially too aggressive.</p>
	<p>2.2.22 <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>  <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.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of collection:</b> Semester  <b>Target:</b> ≥ 68%  <b>Rationale:</b> ThunderTeam increased target based on trend data.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

	<b>2.3</b> <b>Revised</b>	<b>Promote student engagement and satisfaction with services to support student learning (20%)</b>
		<p>2.3.1 <b>Measure:</b> <i>Overall level of satisfaction with student services to support learning (7-point scale, NLSSI) (40%)</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 increased the target for the Fall 2009 administration of NLSSI.</p>
	<b>NEW</b>	<p>2.3.2 <b>Measure:</b> <i>% exceeding target score on CCSSE average benchmark score (50) of student success (5 submeasures) (15%)</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%  <b>Rationale:</b> ThunderTeam added this measure to track performance on CCSSE's identified benchmarks of student success.</p>
	<b>Revised</b>	<p>2.3.3 <b>Measure:</b> <i>Overall level of satisfaction of students with tutoring services (7-point scale, NLSSI) (15%)</i>  <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)  <b>Source of Data:</b> Noel-Levitz Student Satisfaction Inventory  <b>Frequency of Collection:</b> Biennially  <b>Target:</b> ≥ 5.45  <b>Rationale:</b> Leadership will re-administer the NLSSI in fall 2009 and changed the weighting factor to accommodate one new measure.</p>
	<b>Revised</b>	<p>2.3.4 <b>Measure:</b> <i>Overall level of satisfaction of students with Library services (7-point scale 2.3.4 NLSSI) (15%)</i>  <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)  <b>Source of Data:</b> Noel-Levitz Student Satisfaction Inventory  <b>Frequency of Collection:</b> Biennially  <b>Target:</b> ≥ 5.60  <b>Rationale:</b> Leadership will re-administer the NLSSI in fall 2009 and changed the weighting factor to accommodate one new measure.</p>
	<b>Revised</b>	<p>2.3.5 <b>Measure:</b> <i>Percent of classes incorporating eCampus in curriculum (15%)</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> ≥ 76%  <b>Rationale:</b> ThunderTeam increased the target based on trend data and changed the weighting factor to accommodate one new measure.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

<b>3</b>	<b>ENABLE ALL EMPLOYEES TO SUCCEED (20%)</b>
<b>3.1</b>	<b>Promote excellence in job performance (15%)</b>
	<p>3.1.1 <b>Measure:</b> <i>Decision-making days mandated annually to non-contractual employees (25%)</i>  <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.  <b>Source of Data:</b> Richland Human Resources Director  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≤ 3 days  <b>Rationale:</b> ThunderTeam retained 2007-08 target based on trend data.</p>
	<p>3.1.2 <b>Measure:</b> <i>Contracts non-renewed annually due to performance issues (25%)</i>  <b>Definition:</b> Number of contracts non-renewed for performance issues each year divided by total number of contracts awarded.  <b>Source of Data:</b> Richland Human Resources Director  <b>Frequency of Collection:</b> Annually  <b>Target:</b> ≤ .02%  <b>Rationale:</b> ThunderTeam retained 2007-08 target based on trend data.</p>
	<p>3.1.3 <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.</p>
	<p>3.1.4 <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.</p>
<b>3.2</b>	<b>Provide excellence in job satisfaction (10%)</b>
	<p>3.2.1 <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>
	<p>3.2.2 <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 increased target based on trend data.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

<b>3.3</b>	<b>Provide comprehensive professional development for all employee groups (25%)</b>	
<u>Revised</u>	3.3.1	<p><b>Measure:</b> <i>Full-time employees exceeding required staff development (50%)</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 changed the weighting factor changed to accommodate deletion of two measures.</p>
<u>Revised</u>	3.3.2	<p><b>Measure:</b> <i>Adjuncts who have participated in LENS, Cooperative Learning, or QEP (discipline specific professional development) (50%)</i>  <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  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Quarterly  <b>Target:</b> ≥ 73.50%  <b>Rationale:</b> ThunderTeam increased the target based on trend data and changed the weighting factor based on the deletion of several measures under KPI 3.3.</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) (30%)</i>  <b>Definition:</b> Percentage of employees that leave Richland College each year either through resignation, retirement, deaths, transfer, reduction in force, and involuntary departures  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≤ 9%  <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) (20%)</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> ≥ 97%  <b>Rationale:</b> ThunderTeam increased 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 (20%)</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>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

	<p>3.4.4 <b>Measure:</b> <i>Diversity for credit adjunct faculty matches available pool in Dallas County (sub-measures by ethnicity) (10%)</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> ≥ 25%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
	<p>3.4.5 <b>Measure:</b> <i>Credit adjuncts hired within the academic year as % of target by ethnicity (10%)</i>  <b>Definition:</b> Percent of adjunct faculty hires within the current academic year that are non-Anglo.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 35%  <b>Rationale:</b> ThunderTeam increased the target based on current performance.</p>
	<p>3.4.6 <b>Measure:</b> <i>Credit sections taught by ethnically diverse faculty (10%)</i>  <b>Definition:</b> Percent of credit sections that are taught by non-Anglo faculty.  <b>Source of Data:</b> COLLEAGUE  <b>Frequency of Collection:</b> Semesterly  <b>Target:</b> ≥ 30%  <b>Rationale:</b> ThunderTeam increased the target based on recruiting efforts and current performance.</p>
<b>3.5</b>	<b>Provide a safe and healthy working environment (25%)</b>
	<p>3.5.1 <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> ≥ 320  <b>Rationale:</b> The stretch target remains the same based on trend data.</p>
	<p>3.5.2 <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:  <ol style="list-style-type: none"> <li>1. Slip/Fall</li> <li>2. Cut, Puncture, Scrape</li> <li>3. Strain or Sprain primarily from lifting</li> <li>4. Objects in the Eye</li> <li>5. Crush or mash injuries to extremities</li> <li>6. Carpal Tunnel Syndrome</li> </ol> <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> ≤ 0.0011%  <b>Rationale:</b> ThunderTeam retained the 2007-08 target based on trend data.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

		<p>3.5.3 <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> ≤ 2% <b>Rationale:</b> The target remains the same based on aggressive efforts to reduce the number of employees losing vacation days.</p>
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**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

<b>4</b>		<b><u>ENSURE INSTITUTIONAL EFFECTIVENESS (25%)</u></b>
	<b>4.1</b>	<b>Remain fiscally responsible and sound (35%)</b>
	<u>NEW</u>	<p>4.1.1 <b>Measure:</b> Corporate and Workforce Development Income (10%)  <b>Definition:</b> Measures the total income generated at Richland, Garland Campus, leased spaces and corporate sites. This income is from reimbursement and non-reimbursement training contact hours and services provided, such as curriculum design, employee testing, and job fairs.  <b>Source of Data:</b> Susan Stolarczyk, RLC President's Office  <b>Frequency of Collection:</b> Weekly  <b>Target:</b> ≥ \$1,469,000  <b>Rationale:</b> ThunderTeam will spend this year re-assessing the best way to measure progress tracking grant dollars.</p>
		<p>4.1.2 <b>Measure:</b> <i>Annual budget spent on salaries and benefits (20%)</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> ≤ 75%  <b>Rationale:</b> The target is the district standard for long-term fiscal health and remains the same for 2008-09. The weighting factor changed to reflect addition and deletion of measures.</p>
	<u>Revised</u>	<p>4.1.3 <b>Measure:</b> <i>Annual budget spent on instruction (15%)</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 a target 1% higher than the DCCCD Board of Trustee target of 45%.</p>
	<u>Revised</u>	<p>4.1.4 <b>Measure:</b> <i>Amount of fund balance (15%)</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> The target reflects the DCCCD Board of Trustees minimum standard for college fund balances. The weighting factor changed to reflect addition and deletion of measures.</p>
		<p>4.1.5 <b>Measure:</b> <i>Reimbursable contact hours composite (sub-measures for academic, tech-occ, non-credit and developmental) (25%)</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> ≥ 6,830,000  <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 changed to reflect addition and deletion of measures.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

	4.1.6	<p><b>Measure:</b> <i>Difference in dollar amount for reimbursable contact hours between current year and previous year (academic, tech-occ, non-credit) (15%)</i></p> <p><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</p> <p><b>Source of Data:</b> Financial Services</p> <p><b>Frequency of Collection:</b> Semesterly</p> <p><b>Target:</b> ≥ \$255,694</p> <p><b>Rationale:</b> ThunderTeam based target on projections presented to the Board of Trustees at the annual budget hearings. The weighting factor changed to reflect addition and deletion of measures.</p>
<b>4.2</b>		<b>Meet and exceed internal and external standards and requirements (35%)</b>
	Revised	4.2.1
		<p><b>Measure:</b> <i>Compliance with external agency requirements (sub-measures) (25%)</i></p> <p><b>Definition:</b> Percentage of compliance with regulations and requirements of an index of various external agencies :</p> <p style="margin-left: 20px;">4.2.1a TX HazMet (100%)</p> <p style="margin-left: 20px;">4.2.1b TX Department of Health-food service inspection (90%)</p> <p style="margin-left: 20px;">4.2.1c SACS (100%)</p> <p style="margin-left: 20px;">4.2.1d THECB (100%)</p> <p style="margin-left: 20px;">4.2.1e Loan Default (≤14.60)</p> <p style="margin-left: 20px;">4.2.1f AASHE STARS (≥ 47)</p> <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 2008-09. ThunderTeam raised the maximum target for sub-measure 4.2.1e in anticipation of the latest default rate determined by federal loan authorities. ThunderTeam added sub-measure 4.2.1f to reflect Richland’s organizational commitment to sustainability.</p>
		4.2.2
		<p><b>Measure:</b> <i>Compliance with standards for college facilities and grounds (sub-measures) (10%)</i></p> <p><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).</p> <p><b>Source of Data:</b> Richland Facilities</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> = 100%</p> <p><b>Rationale:</b> The target is at maximum and remains the same for 2008-09.</p>
		4.2.3
		<p><b>Measure:</b> <i>Crimes/criminal incidents per FTSE annually (15%)</i></p> <p><b>Definition:</b> Number of crimes or criminal incidents per full-time student equivalent per year</p> <p><b>Source of Data:</b> Richland College Police</p> <p><b>Frequency of Collection:</b> Monthly</p> <p><b>Target:</b> ≤ 0.01</p> <p><b>Rationale:</b> The maximum target remains the same based on trend data and service area crime statistics.</p>

**Richland College**  
**2008 - 2009 KPIs – Definitions of Targets and Measures**

<b>Revised</b>	<p>4.2.4 <b>Measure:</b> <i>Compliance with other internal requirements (25%)</i>  <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 <math>\geq 90.00</math>              4.2.4b – Loan Default <math>\leq 10\%</math> - % 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 increased the maximum desired 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>
<b>NEW</b>	<p>4.2.5 <b>Measure:</b> <i>% of net full-time faculty increase compared to contact hour increase (10%)</i>  <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 3.5</math>  <b>Rationale:</b> ThunderTeam will track the increase in net fulltime faculty to ensure the college has sufficient fulltime faculty to meet student academic needs.</p>
<b>Revised</b>	<p>4.2.6 <b>Measure:</b> <i>PIIP's successfully deployed by projected completion date (5%)</i>  <b>Definition:</b> Percent of process improvements deployed using the 8-step PIIP plan by date of completion projected by initiator.  <b>Source of Data:</b> Institutional Effectiveness  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> = 100%  <b>Rationale:</b> ThunderTeam changed the weighting factor to accommodate one new measure. The target is at maximum.</p>
<b>Revised</b>	<p>4.2.7 <b>Measure:</b> <i>EOY report target gap areas improved (10%)</i>  <b>Definition:</b> Percentage of End of Year report performance gaps that are improved.  <b>Source of Data:</b> RLC End of the Year Report  <b>Frequency of Collection:</b> Annually  <b>Target:</b> = 100%  <b>Rationale:</b> ThunderTeam increased the target to reflect the shift in focus from the individual measure target accomplishment to key performance indicator level target accomplishment. ThunderTeam changed the weighting factor to accommodate the addition of one new measure.</p>
<b>4.3</b>	<b>Improve operational productivity (30%)</b>
<b>NEW</b>	<p>4.3.1 <b>Measure:</b> # of kBtus per sq. ft – Electricity (15%)  <b>Definition:</b> Number of Electric kBtus per square foot  <b>Source of Data:</b> Facilities Department  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> <math>\leq 7.00</math>  <b>Rationale:</b> Leadership tracks electricity usage to gauge the effect of conservation efforts.</p>

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<u>NEW</u>	4.3.2	<p><b>Measure:</b> # of kBtus per sq. ft. – Natural Gas (15%)  <b>Definition:</b> Number of natural gas kBtus per square foot  <b>Source of Data:</b> Facilities Department  <b>Frequency of Collection:</b> Monthly  <b>Target:</b> ≤ 3.00  <b>Rationale:</b> Leadership tracks natural gas usage to gauge the effect of conservation efforts.</p>
<u>NEW</u>	4.3.3	<p><b>Measure:</b> Annual utility costs (cents) per facilities square foot – Electric (15%)  <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> ≤ 0.168  <b>Rationale:</b> Leadership tracks the cost of monthly utility bills to gauge the effect of conservation efforts.</p>
<u>NEW</u>	4.3.4	<p><b>Measure:</b> Annual utility costs (cents) per sq. ft – Natural Gas (15%)  <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> ≤ 0.037  <b>Rationale:</b> Leadership tracks the cost of monthly utility bills to gauge the effect of conservation efforts.</p>
<u>Revised</u>	4.3.5	<p><b>Measure:</b> <i>Eligible students using e-Connect for credit registration (10%)</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> ≥ 70%  <b>Rationale:</b> ThunderTeam increased the target based on trend data.</p>
<u>Revised</u>	4.3.6	<p><b>Measure:</b> <i>Credit class schedule optimization index (sub-measures for credit) (30%)</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 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. The weighting factor was changed to accommodate four new measures and two deleted measures.</p>