Cosumnes River College Strategic Plan Indicators of Achievement

2025-11-20

Cosumnes River College Indicators of Achievement

The Indicators of Achievement at Cosumnes River College are intended to measure progress towards completion of the College's Strategic Plan. Indicators were developed as result of feedback from classified professionals, faculty, and managers. Improvements in the indicators (or lack thereof) are intended to guide college decision making and planning in alignment with the Strategic Plan.
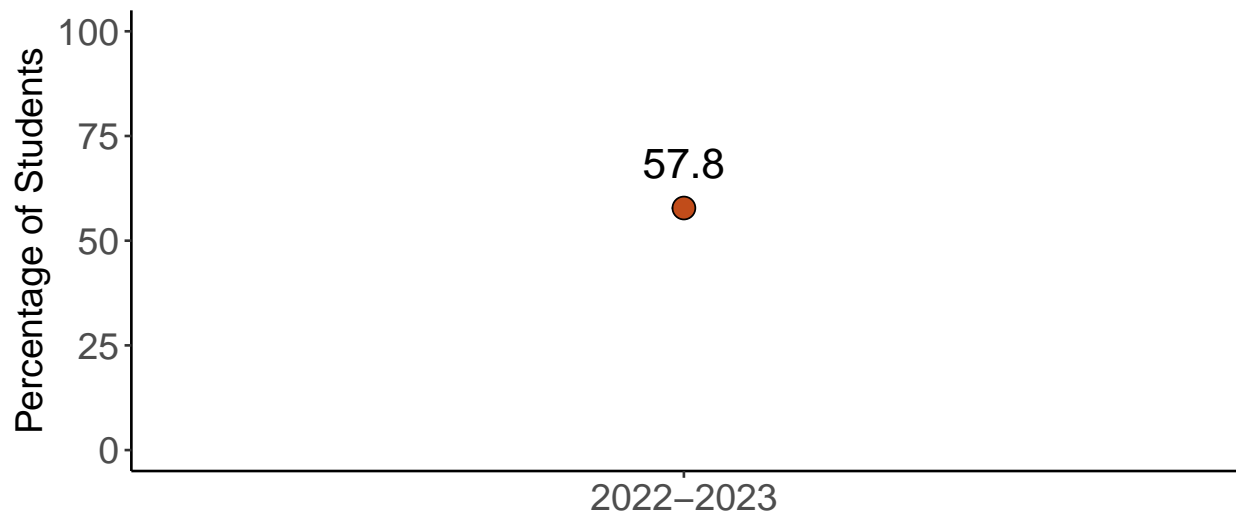
Area 1: Equity

Indicator 1.1

> Increase the percentage of students who strongly agree with the statement 'I am treated fairly and equitably in my courses at my college' on the District campus climate survey.

- **Definition**: The percentage of student respondents to the District campus climate survey who strongly agree with the statement 'I am treated fairly and equitably in my courses at my college'.

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is set as an increase over the baseline year.

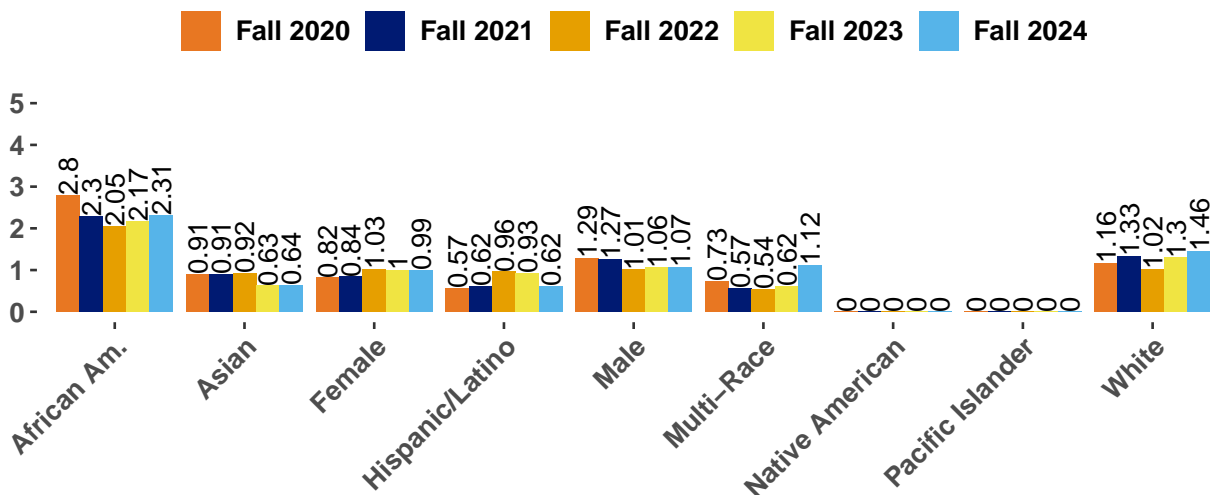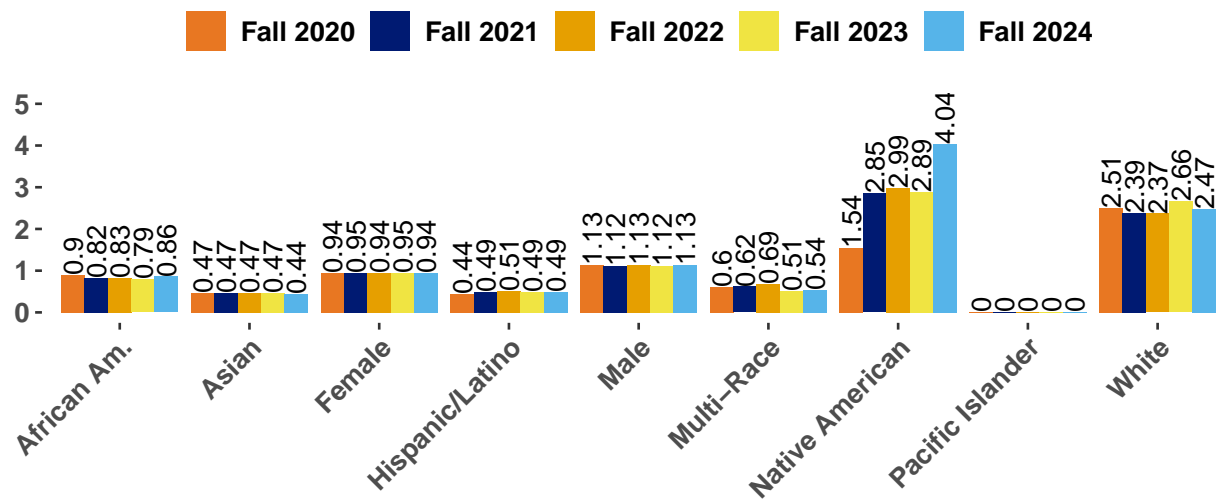| Baseline	Goal
57.8%	Annual Increases

Progress on Indicator 1.1

Indicator 1.2

> Decrease the percentage point gap for the representation of all employee groups (administration, faculty, and classified professionals) to better reflect the demographics of the students served by Cosumnes River College. (District EEO Plan).

- **Definition**: This goal is evaluated by calculating the representation of race/ethnicity and gender amongst students and staff at CRC in the same fall term. The representation of a particular group amongst staff is divided by the representation of that same group amongst students. A ratio greater than 1.0 means that a particular group is over-represented amongst staff relative to students.

- **Goal Setting Method**: A value of one indicates parity amongst staff and student populations, so improvement in representation means that values should trend towards 1.
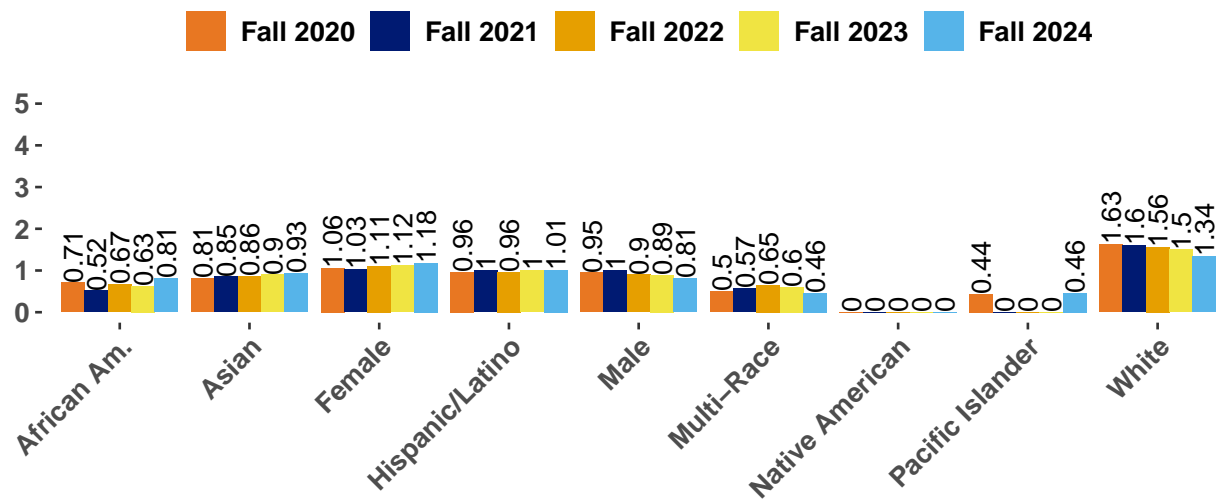
Management Representation

Faculty Representation

Category	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African Am.	0.9	0.82	0.83	0.79	0.86
Asian	0.47	0.47	0.47	0.47	0.44
Female	0.94	0.95	0.94	0.95	0.94
Hispanic/Latino	0.44	0.49	0.51	0.49	0.49
Male	1.13	1.12	1.13	1.12	1.13
Multi-Race	0.6	0.62	0.69	0.51	0.54
Native American	1.54	2.85	2.99	2.89	4.04
Pacific Islander	0	0	0	0	
White	2.51	2.39	2.37	2.66	2.47

Classified Representation

Legend: Fall 2020, Fall 2021, Fall 2022, Fall 2023, Fall 2024

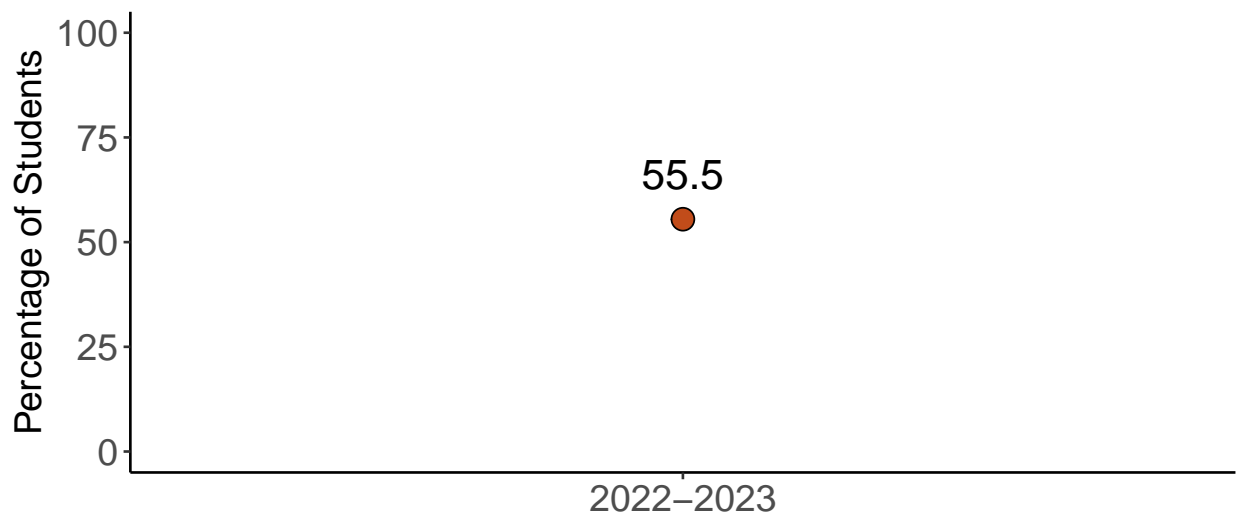| Category	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African Am.	0.71	0.52	0.67	0.63	0.81
Asian	0.81	0.85	0.86	0.9	0.93
Female	1.06	1.03	1.11	1.12	1.18
Hispanic/Latino	0.96	1	0.96	1	1.01
Male	0.95	1	0.9	0.89	0.81
Multi-Race	0.5	0.57	0.65	0.6	0.46
Native American	0	0	0	0	0
Pacific Islander	0.44	0	0	0	0.46
White	1.63	1.6	1.56	1.5	1.34

Indicator 1.3

Increase the percentage of students who strongly agree with the statement 'I am treated fairly and equitably in out-of-classroom campus spaces at my college' on the District campus climate survey.

- **Definition**: The percentage of student respondents to the District campus climate survey who strongly agree with the statement 'I am fairly and equitably in out-of-classroom campus spaces at my college'.

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is set as an increase over the baseline year.

Baseline	Goal
55.5%	Annual Increases

Progress on Indicator 1.3

Indicator 1.4

Improve representation of race/gender on Participatory Governance Committees relative to representation amongst all staff/faculty/administrators at CRC.

- **Definition**: This goal is evaluated by calculating the representation of race/ethnicity and gender amongst PGC participants and staff at CRC in the same year. The representation of a particular group amongst PGC participants is divided by the representation of that same group among students. A ratio greater than 1.0 means that a particular group is over-represented among PGC participation relative to all staff at CRC.

- **Goal Setting Method**: A value of one indicates parity amongst staff and student populations, so improvement in representation means that values should trend towards 1.

Data for this indicator is still being collected.
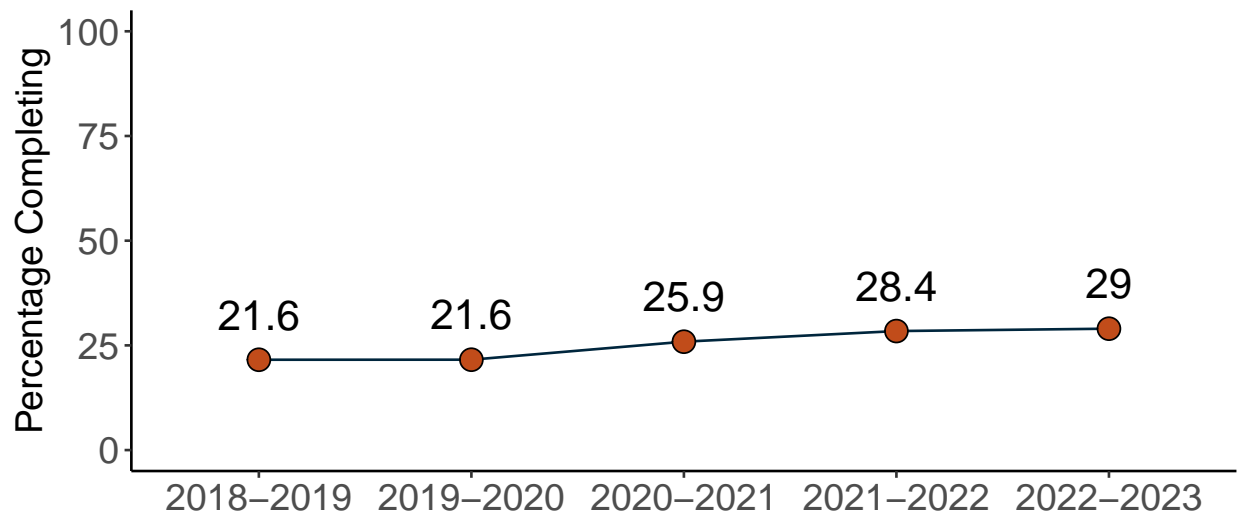
Area 2: Access and Success

Indicator 2.1

> Increase the three-year (150%) completion rate; and reduce equity gaps in the three-year (150%) completion rate (two metrics).

- **Definition**: The percentage of new degree/transfer seeking students enrolled in a given fall term with no enrollment prior to summer in the District (aside from Advanced Education) who: Complete a degree or certificate in their first three years, transfer to a 4 year institution in their first three years, and/or achieve transfer-prepared status (60 transferable units with at least a 2.0 overall GPA) within their first three years.

- **Goal Setting Method**: The standard deviation of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year.

Baseline	Goal
25.9%	32.5%

Progress on Indicator 2.1

Equity on Indicator 2.1

Demographic	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Foster Youth	-14.4%	-11.6%	-13.8%	-20.6%	-20.2%
Native Am.	8.4%	-13.9%	-16.8%	-28.4%	-17.9%
African Am.	-9.5%	-8.1%	-9.1%	-11.4%	-14.6%
Below Poverty	-7.6%	-6.6%	-10%	-11.8%	-11.5%
First Generation	-6.2%	-6.4%	-10.6%	-10.3%	-9.9%
Veteran	-9.4%	-9.6%	-6.8%	-9.9%	-4.8%
Hispanic/Latino	-3.8%	-4.1%	-7.6%	-7.8%	-4.2%
Reported Disability	-9%	-8.6%	-6.3%	-11.6%	-4.2%
Male	-3.9%	-3.5%	-2.8%	-0.5%	-3%

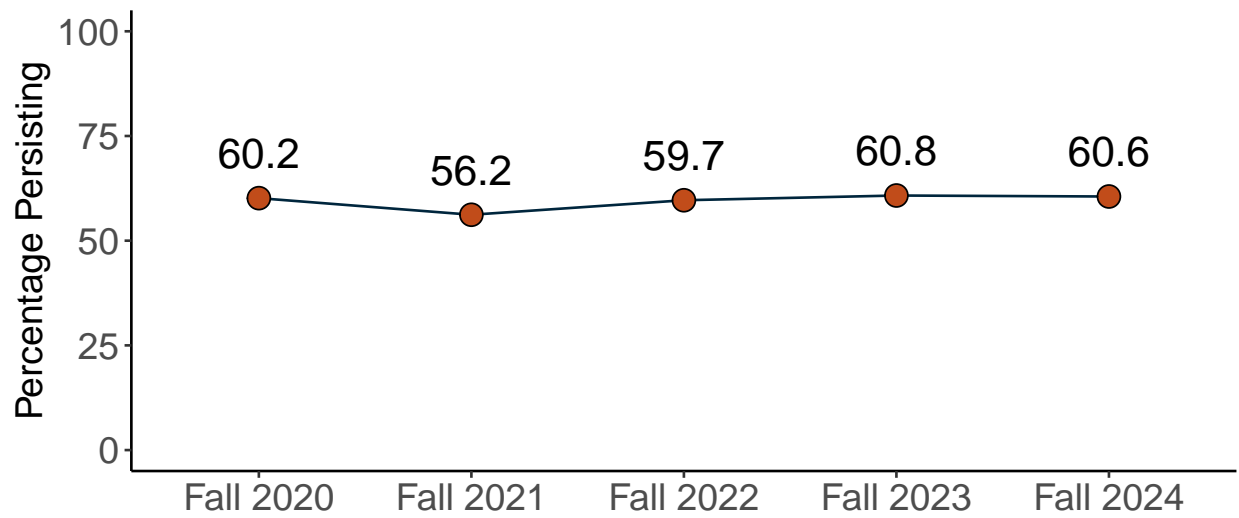| Demographic	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Low Income	-0.6%	-3.2%	-1.7%	-4.5%	-2.8%
White	4.5%	4.9%	4.6%	3.9%	-2%
Multi-Race	-0.8%	-5.1%	2.3%	0.2%	0.5%
Female	4%	3.6%	2.4%	0.9%	2.6%
Pacific Isl.	-4.3%	1.9%	-7.7%	-11.2%	4.3%
Middle Income +	7.6%	7%	6.6%	9.2%	10.6%
Asian	6.5%	6.8%	8.8%	9%	11.6%
Filipino	-0.4%	1.5%	4.7%	18.3%	14.6%

Indicator 2.2

> Increase the persistence rate of students at CRC; and reduce equity gaps in the persistence rate of students at CRC (two metrics).

- **Definition**: Persistence is calculated as the percentage of students in a given fall term who either enroll in the spring term of the same academic and/or earn an award in fall/spring of that year. Equity gaps for this metric are calculated by substracting the rate for all CRC students from the rate for a given group. A negative value of this calculation suggests that the rate for that group is lower than the rate for all students.

- **Goal Setting Method**: The standard deviation of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year. This metric will also be monitored for improvement in equity gaps.

Baseline	Goal
59.7%	65.9%

Progress on Indicator 2.2

Equity on Indicator 2.2

Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	-5.5%	-7%	-9.9%	-7.5%	-9.5%
Native American	-4.4%	-10.5%	-7.4%	-17.9%	-8.6%
Foster Youth	-8.1%	-13.6%	-6.2%	-8.7%	-3.7%
Below Poverty	-0.8%	-1.4%	-3.3%	-2.4%	-3.6%
First Generation	1.1%	-1.2%	-2.4%	-1%	-2.2%
Veteran	-8.2%	-9.1%	-10.2%	-5.6%	-2%
Female	-0.2%	-0.8%	-0.6%	-1.3%	-1%
African American	-3.3%	-3%	-3.4%	-6.5%	-0.9%
Hispanic/Latino	-0.6%	-1.1%	1.6%	0.3%	-0.7%

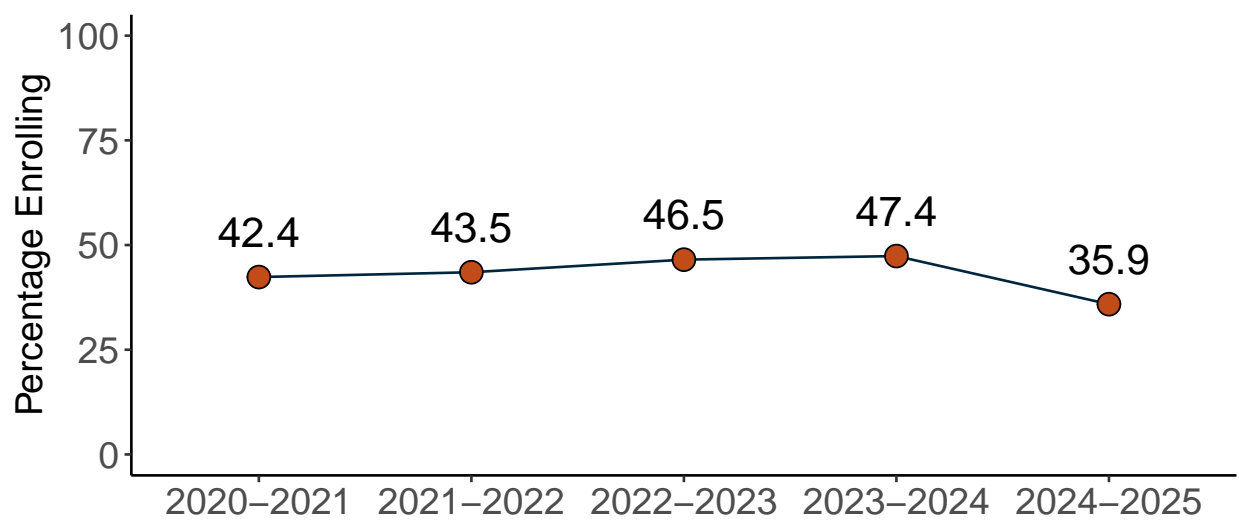| Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Pacific Islander	0.1%	1.7%	5.6%	-2.9%	-0.7%
Multi-Race	-0.5%	-1.5%	-0.9%	2.9%	-0.1%
Middle Income +	-0.9%	0.1%	0.5%	0.4%	0%
Male	0.3%	1.4%	1.4%	2%	1.4%
Low Income	0.5%	0.7%	2.2%	1.3%	2.5%
Asian	7.4%	9.3%	7.7%	7.5%	8.4%
Filipino	2.1%	9.3%	11.6%	7.8%	11.5%
Reported Disability	16.7%	19.1%	19.6%	19.5%	19%

Indicator 2.3

Increase the applicant yield rate; and reduce equity gaps in applicant yield rate.

- **Definition**: Yield rate is defined as the percentage of non-special admit applicants who apply to fall or spring of a given academic year who then enroll in fall or spring of that year. Equity gaps for this metric are calculated by substracting the rate for all CRC students from the rate for a given group. A negative value of this calculation suggests that the rate for that group is lower than the rate for all students.

- **Goal Setting Method**: The standard deviation of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year. This metric will also be monitored for improvement in equity gaps.

Baseline	Goal
46.5%	50.1%

Progress on Indicator 2.3

Equity on Indicator 2.3

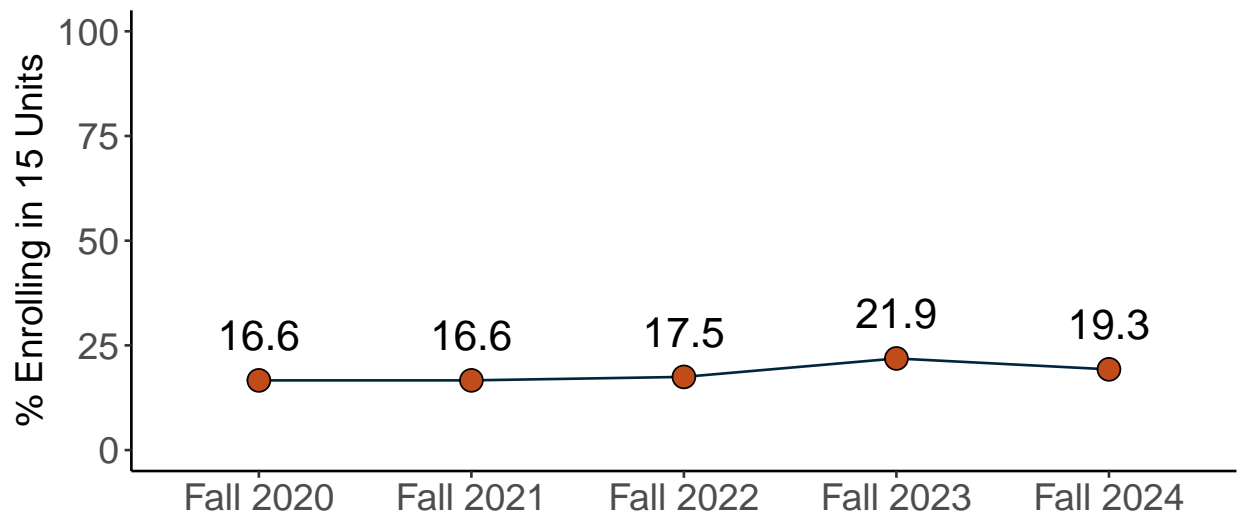| Demographic	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
White	-9.7%	-10.8%	-4.5%	-2.6%	-12.4%
First Generation	-6.3%	-7.4%	-5.1%	-3.3%	-6.1%
Male	5.2%	2.7%	4%	3.3%	-1.1%
Female	-3.1%	-1.5%	-2.6%	-2.8%	0.9%
Hispanic/Latino	2.2%	4.5%	2.6%	3.5%	1.2%
African American	-1.7%	-3.4%	-4.5%	-5.5%	2.7%
Foster Youth	-4.9%	-2%	-8.6%	-7.4%	4%
Filipino	8.3%	-1.4%	0.5%	-0.1%	4.3%
Native American	3.1%	-4.4%	-4.5%	-6.1%	4.7%
Veteran	-2.8%	1.6%	0.4%	-7.5%	9.9%
Pacific Islander	2.7%	-0.3%	0.8%	-6.6%	10.6%
Asian	5.7%	6.8%	5.7%	5.3%	20.3%

Indicator 2.4

Increase the percentage of incoming students enrolling in 15 units or more; and reduce equity gaps in 15 unit enrollment rate.

- **Definition**: The 15 unit enrollment rate is calculated as the percentage of new-to-college degree/transfer seeking students who enroll in 15 units or more in their first term. Equity gaps for this metric are calculated by substracting the rate for all CRC students from the rate for a given group. A negative value of this calculation suggests that the rate for that group is lower than the rate for all students.

- **Goal Setting Method**: The standard deviation of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year. This metric will also be monitored for improvement in equity gaps.

Baseline	Goal
17.5%	22.2%

Progress on Indicator 2.4

Equity on Indicator 2.4

Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Native Am.	-16.6%	8.4%	4.8%	-21.9%	-19.3%
Veteran	-7.1%	-1.8%	-14%	-13.2%	-12.4%
Reported Disability	-8.4%	-8.7%	-9.9%	-13.2%	-9.2%
Below Poverty	-6.1%	-1%	-7.8%	-5.5%	-7.7%
African Am.	-3.6%	-4.7%	0.1%	-8.7%	-4.9%
White	-2.7%	-2.7%	-2.2%	-1.5%	-4.4%
Foster Youth	-7.6%	-7.3%	-12.2%	-7.2%	-3.4%
First Generation	-2.3%	-2.6%	-2.6%	-3%	-3.1%
Female	0%	0.6%	1.1%	-0.1%	-1%

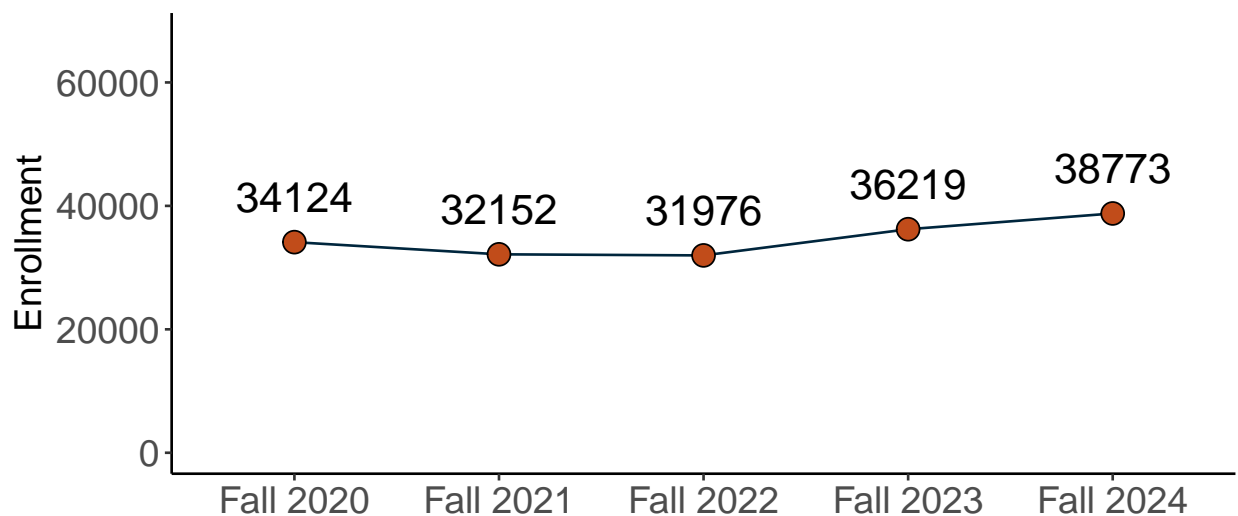| Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Low Income	-1.6%	-1.1%	0.6%	-0.5%	-0.2%
Multi-Race	5.2%	0.6%	-0.4%	1.1%	0.4%
Male	-0.2%	-0.6%	-1.2%	0.2%	0.9%
Hispanic/Latino	0%	-0.2%	-0.4%	0.9%	1%
Pacific Isl.	6.1%	7.5%	2.5%	4%	2.1%
Asian	1%	3.1%	0.6%	2.7%	2.5%
Middle Income +	3.9%	2.2%	4.7%	5.3%	6.1%
Filipino	5.6%	5.6%	13.4%	3.1%	9.1%

Indicator 2.5

Restore and grow enrollment by 11.9% from Fall 2021 to Fall 2026.

- **Definition**: Enrollment is calculated by counting the number of grade notations (including EWs, Ws, and MWs) at the end of each semester. This method is 'duplicated' - meaning a student is counted multiple times if they enroll in multiple classes.

- **Goal Setting Method**: The median absolute deviation (MAD) of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year.

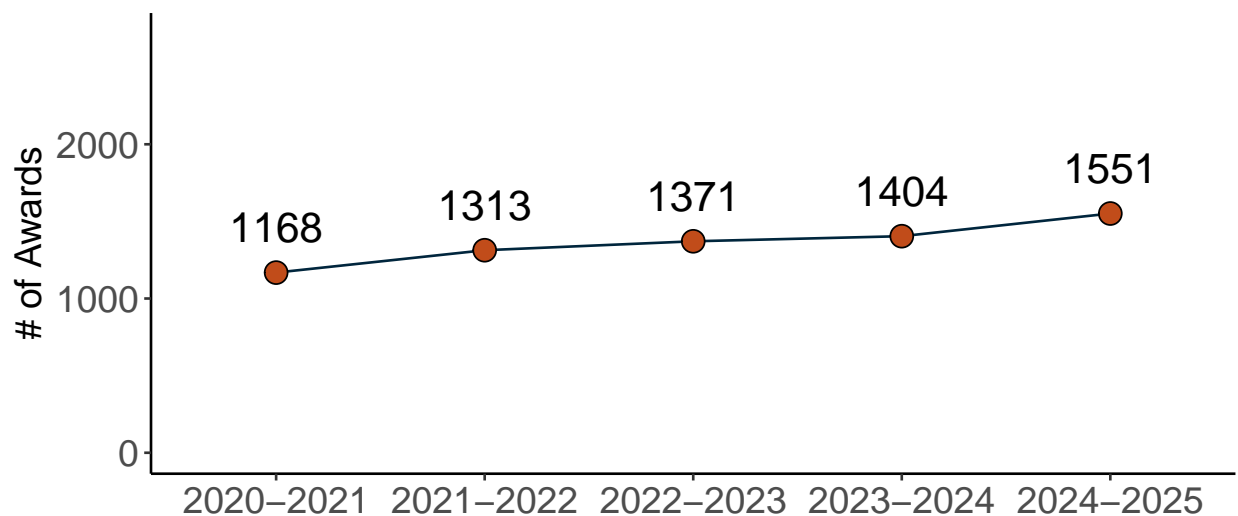| Baseline	Goal
32152	35976

Progress on Indicator 2.5

Indicator 2.6

Increase the number of students receiving a degree or certificate by 20% from 21/22.

- **Definition**: The unduplicated count of students receiving a degree or certificate annually.

- **Goal Setting Method**: The median absolute deviation (MAD) of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year.

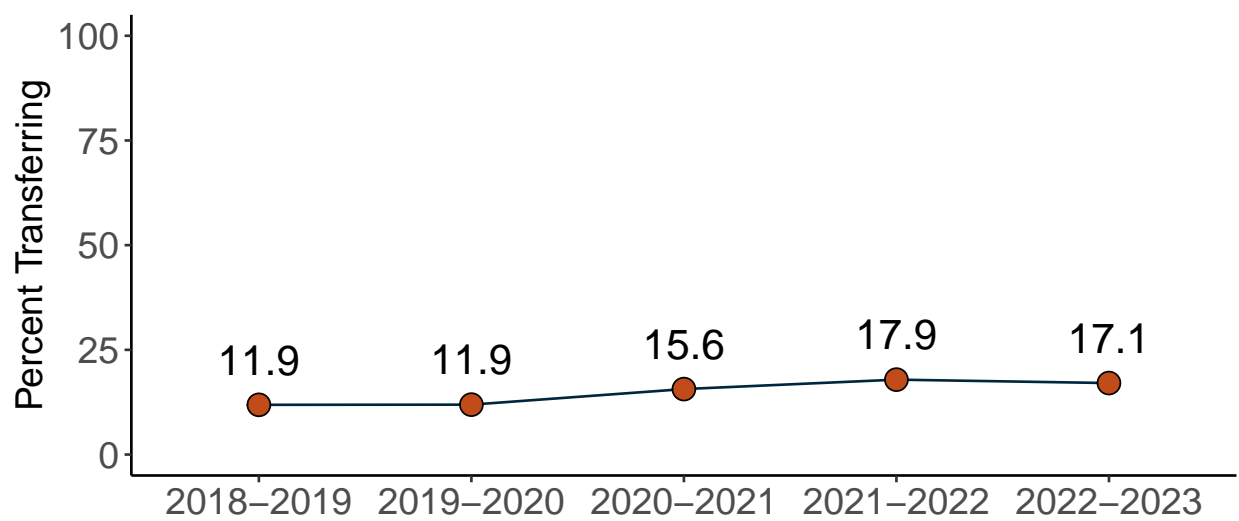| Baseline	Goal
1313	1568

Progress on Indicator 2.6

Indicator 2.7

> Increase the percentage of students who transfer to a four-year institution from the baseline year of 2021-2022.

- **Definition**: The percentage of new degree/transfer seeking students enrolled in a given fall term with no enrollment prior to summer in the District (aside from Advanced Education) who transfer to a four-year institution within three years.

- **Goal Setting Method**: The standard deviation of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year.

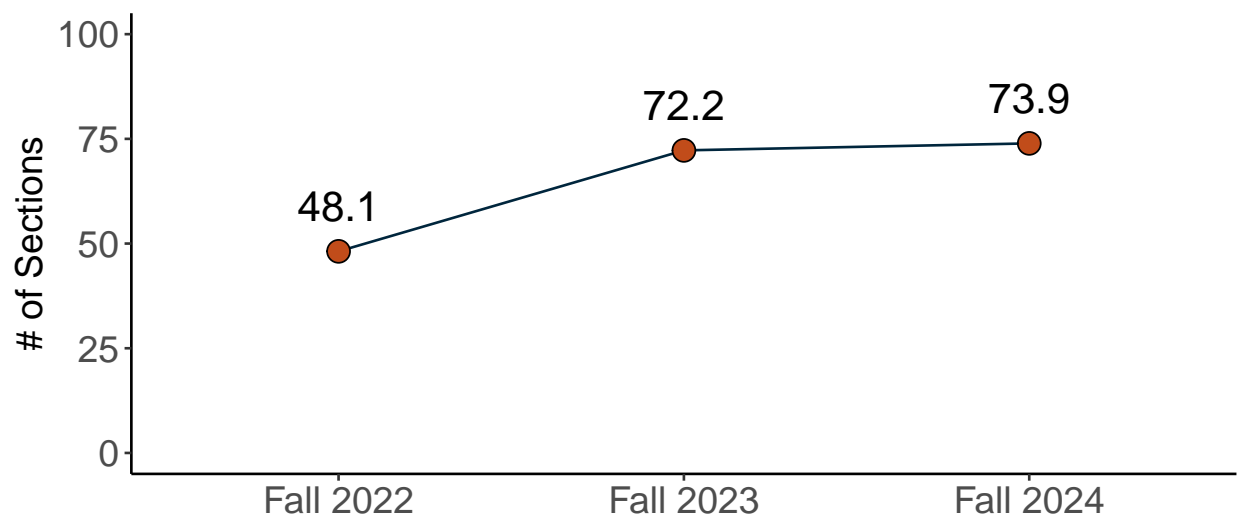| Baseline	Goal
15.6%	21.5%

Progress on Indicator 2.7

Indicator 2.8

Increase zero textbook cost sections while increasing the use of open educational resources.

- **Definition**: The percentage of enrollment sections that are flagged as 'Free-Open Education Resource'

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is set as an increase over the baseline year.

Baseline	Goal
48.1%	Annual Increases

Progress on Indicator 2.8

Area 3: Teaching and Learning

Indicator 3.1

> Increase participation in equity training - as measured by participation in a few central flex offerings (e.g. the Equity and Culturally Responsive Teaching course).

- **Definition**: The cumulative/unduplicated count of CRC staff participating in a few central Flex offerings that focus on equity.

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is set as an increase over the baseline year.

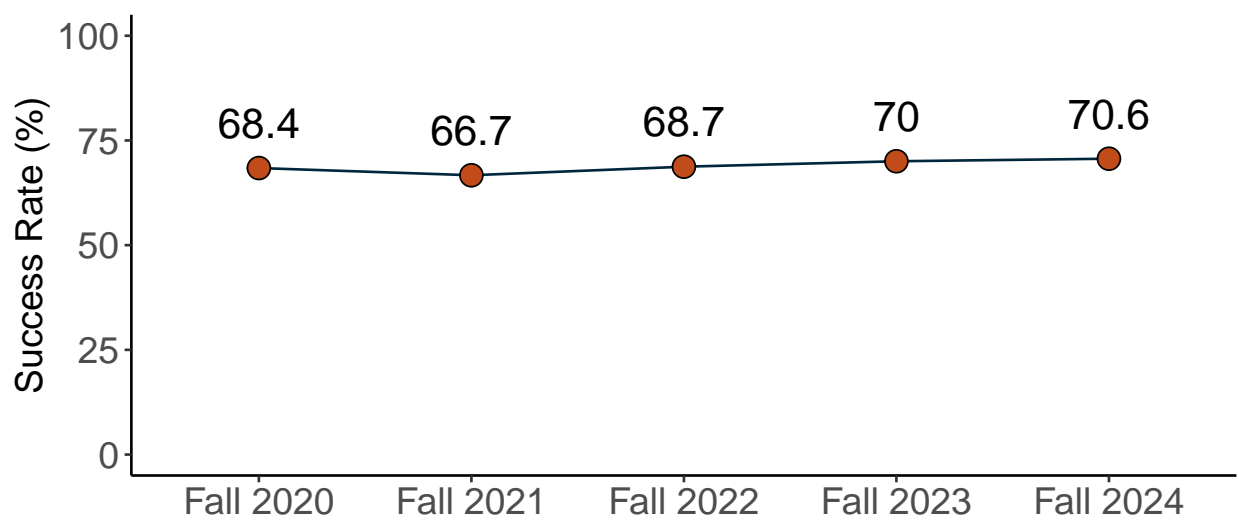Data for this metric are still being collected.

Indicator 3.2

Increase the overall fall successful course completion rate at CRC.

- **Definition**: The successful course completion rate is defined as the percentage of A, B, C, IP, or P grades out of the total number of enrollments (including Ws, EWs, and MWs).

- **Goal Setting Method**: The standard deviation of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year. This metric will also be monitored for improvement in equity gaps.

Baseline	Goal
68.7%	70.5%

Progress on Indicator 3.2

Equity on Indicator 3.2

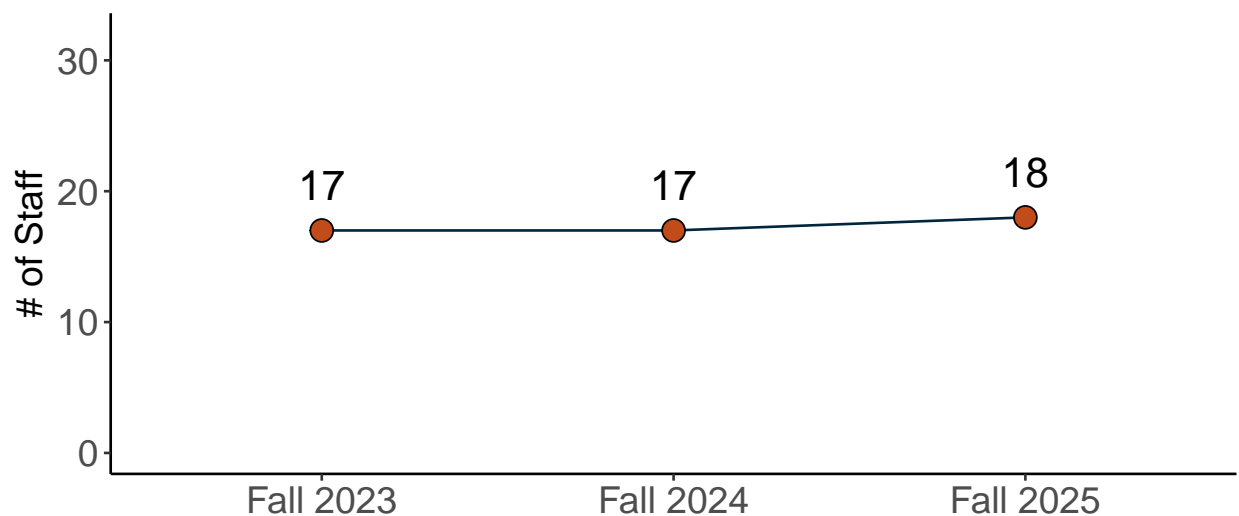| Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Foster Youth	-17.2%	-17%	-18.6%	-17.7%	-14.1%
African American	-15.1%	-14.1%	-13.5%	-14.4%	-11.8%
Below Poverty	-3.7%	-4.9%	-6.2%	-5.3%	-8.7%
Native American	-7.9%	0.4%	-20.9%	-1.2%	-5.6%
Hispanic/Latino	-4.5%	-5%	-3.3%	-4.5%	-3.6%
First Generation	-2.4%	-3.5%	-3.9%	-2.4%	-2.7%
Multi-Race	-2.1%	-3.1%	-2.2%	0.2%	-2.2%
Reported Disability	3.9%	2%	-1%	1.6%	-2.1%
Male	-2.1%	-0.2%	-0.8%	-0.7%	-1.4%
Pacific Islander	0.7%	-7.8%	-7.8%	-2.1%	-0.3%
Veteran	3.3%	-4.3%	1.3%	-1%	0%
White	3.2%	3.4%	1.6%	4.4%	0.2%
Low Income	-0.9%	-0.4%	-0.8%	-1.5%	0.8%
Female	1.5%	0.2%	0.6%	0.7%	1.1%
Filipino	4.5%	6.1%	5.3%	5%	4.6%
Middle Income +	3.1%	3.2%	4.6%	4.7%	5.6%
Asian	7.7%	8.9%	7.9%	6.9%	8.5%

Indicator 3.3

Increase the number of faculty completing Foundations 2.0 or the Better prepared Online Teaching program.

- **Definition**: The cumulative/unduplicated count of CRC faculty participating in the Foundations 2.0 or Better Prepared Online Teaching program.

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is set as an increase over the baseline year.

Baseline	Goal
17	Annual Increases

Progress on Indicator 3.3
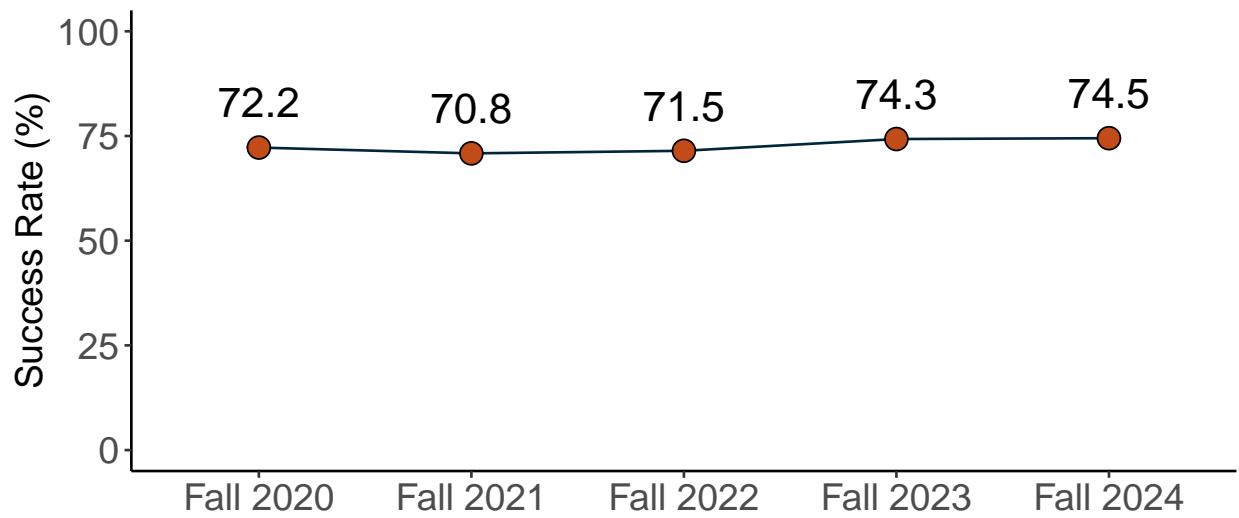
Area 4: Workforce Development

Indicator 4.1

Increase CTE successful course completion rate; and reduce equity gaps in CTE successful course completion rate

- **Definition**: The successful course completion rate is defined as the percentage of A, B, C, IP, or P grades out of the total number of enrollments (including Ws, EWs, and MWs). Here a CTE course is defined as a course with a Taxonomy of Programs code that is occupational. This includes programs from Automechanics Technology to Technical Theatre. Equity gaps for this metric are calculated by substracting the rate for all CRC students from the rate for a given group. A negative value of this calculation suggests that the rate for that group is lower than the rate for all students.

- **Goal Setting Method**: The standard deviation of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year. This metric will also be monitored for improvement in equity gaps amongst groups below the college average.

Baseline	Goal
71.5%	72.8%

Progress on Indicator 4.1

Equity on Indicator 4.1

Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Foster Youth	-15.7%	-18.3%	-18.7%	-21.2%	-20.3%
African American	-17.3%	-14.3%	-17.1%	-17.2%	-15%
Below Poverty	-4.4%	-5.3%	-7.9%	-5.6%	-10.6%
Multi-Race	0.5%	-5.2%	-2.2%	-3.5%	-7.2%
Native American	-16.9%	4.2%	-18.1%	5%	-3.3%
Reported Disability	1.4%	1.2%	-0.1%	1%	-2.9%
Hispanic/Latino	-3.9%	-4.2%	-3.9%	-3.4%	-1.9%
White	3.6%	3.1%	0.8%	3.4%	-1.5%
Male	-2.2%	-0.7%	-0.7%	-0.3%	-1.2%

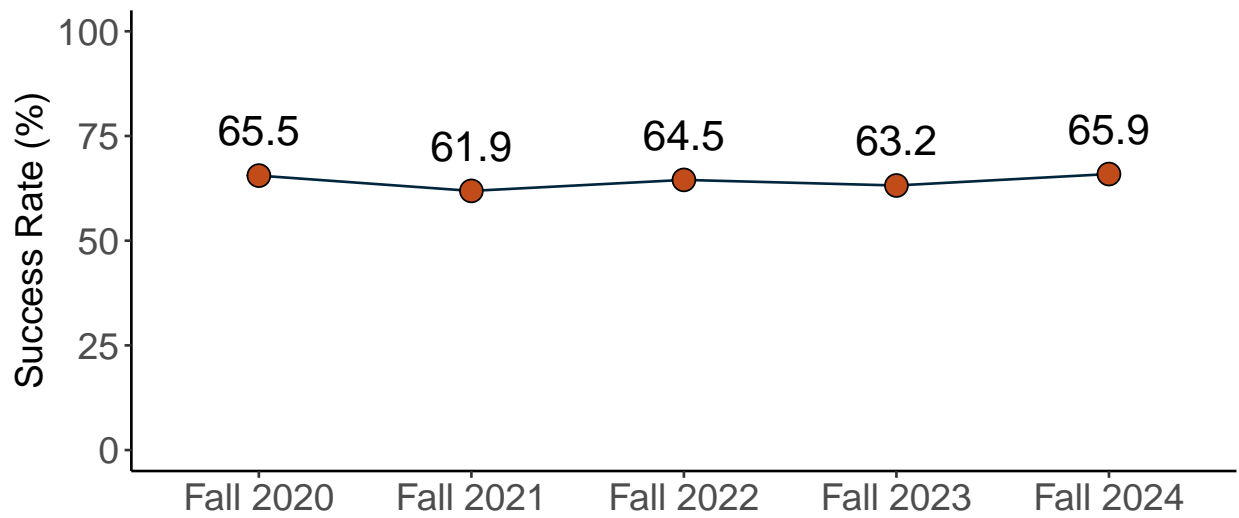| Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
First Generation	-1.3%	-2.6%	-2.9%	-1.3%	-1.2%
Veteran	2.9%	-4.6%	-2.9%	2.1%	-0.5%
Female	1.4%	0.5%	0.7%	0.3%	0.8%
Low Income	-0.2%	-1.6%	-0.6%	0.9%	2.6%
Middle Income +	3.5%	4.2%	5.7%	3.5%	5.4%
Pacific Islander	0.9%	-2%	-3.9%	2.7%	5.5%
Filipino	6.9%	4.3%	8.8%	6.2%	7%
Asian	6.2%	8.7%	9.5%	8.5%	11%

Indicator 4.2

Increase the persistence rate for CTE students; and reduce equity gaps in CTE persistence rate.

- **Definition**: Persistence is calculated as the percentage of students in a given fall term who either enroll in the spring term of the same academic year and/or earn an award in fall/spring of that year. This persistence rate is calculated for CTE students in a given a fall term. A CTE student is here defined as a student with a major that has an occupational Taxonomy of Programs code who enroll in courses flagged with the same Taxonomy of Programs code. They may also be counted as CTE if they enroll in courses with the same first two-digit TOP code, presuming the course is also flagged as 'possibly', 'advanced', or 'clearly' occupational. Equity gaps for this metric are calculated by substracting the rate for all CRC students from the rate for a given group. A negative value of this calculation suggests that the rate for that group is lower than the rate for all students. Note that you may see slight retrospective changes to this metric from year-to-year due to changes in major top codes.

- **Goal Setting Method**: The standard deviation of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year. This metric will also be monitored for improvement in equity gaps amongst groups below the college average.

Baseline	Goal
64.5%	67.4%

Progress on Indicator 4.2

Equity on Indicator 4.2

Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Multi-Race	4.5%	1.2%	-2.7%	0.1%	-4.9%
White	-1.5%	-3.6%	-6.4%	-4.1%	-4.8%
Native American	-9.5%	4.8%	2.2%	-9.3%	-4.8%
Female	-0.3%	-0.9%	-2.2%	-2.2%	-2.9%
African American	-6.3%	-0.7%	-8.9%	-5.8%	-2.6%
Foster Youth	-3.8%	-17.4%	-9.1%	-5%	-2.5%
Middle Income +	-0.6%	0%	-1.3%	-2.4%	-1.3%
Below Poverty	-0.7%	-1%	0%	-1.4%	-1.2%
First Generation	-1.1%	-1.7%	-0.3%	-1.1%	-0.6%

Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Veteran	2.9%	-11.9%	-6.3%	-1.9%	0.1%
Hispanic/Latino	-0.5%	-3.9%	1.6%	1.6%	0.3%
Low Income	0.7%	0.1%	1.6%	3.9%	0.8%
Male	0.4%	1.5%	3.5%	3.4%	3.3%
Asian	4.7%	7%	6.6%	4.2%	4.8%
Pacific Islander	-4.3%	0.9%	11.4%	-1%	7.8%
Filipino	1.9%	12.1%	10.8%	4.1%	9.8%
Reported Disability	15.6%	16.5%	15.3%	20.3%	16.3%

Indicator 4.3

> Improve representativeness of students in CTE programs relative to the collegewide student population.

- **Definition**: The demographic representation of CTE students (see goal 4.2 for a definition of CTE students) relative to the demographic representation of all CRC students. For a given demographic group, the percentage representation for all CRC students is subtracted from the percentage representation for CTE students. A negative value indicates under-representation relative to the CRC student population. Note that you may see slight retrospective changes to this metric from year-to-year due to changes in major top codes.

- **Goal Setting Method**: A value of zero indicates representative parity amongst collegewide and CTE student populations, so improvement in representation means that values should trend towards 0.

Progress on Indicator 4.3

Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Middle Income +	-1%	-0.8%	-0.9%	-0.7%	-1.3%
Asian	-0.2%	0.3%	-0.9%	0.2%	-1.3%
Female	0.5%	-1.4%	1%	0.2%	-1%
Filipino	-1.4%	-0.6%	-0.5%	-0.6%	-0.5%
Multi-Race	-1.1%	-0.7%	-0.7%	-0.8%	-0.4%
Reported Disability	0.1%	0%	-0.4%	0.6%	-0.1%

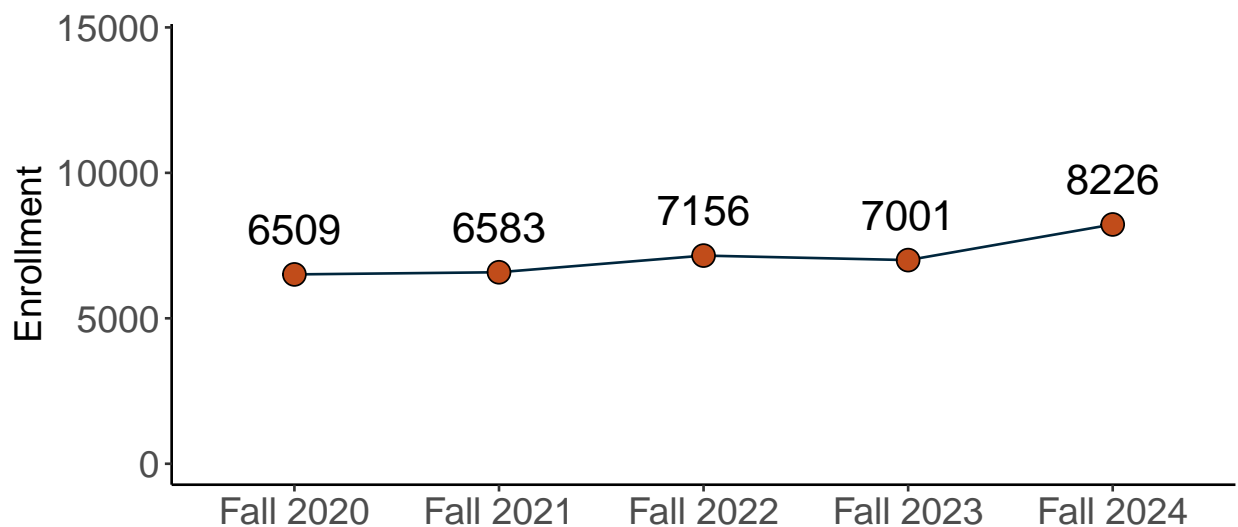| Demographic	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African American	1%	0.2%	0.3%	0.5%	0.1%
Native American	0.3%	0%	0%	0%	0.1%
Pacific Islander	0.1%	0.1%	0.3%	-0.2%	0.2%
Foster Youth	0.1%	-0.1%	0.4%	-0.1%	0.3%
Veteran	0.6%	0.7%	0.6%	0.3%	0.6%
Below Poverty	0.7%	-0.5%	0.9%	1%	0.6%
White	1%	1.2%	0.9%	-0.2%	0.7%
Male	-0.4%	1.1%	-0.9%	0%	1.2%
Hispanic/Latino	0%	-0.8%	0.7%	1.1%	1.3%
Low Income	1.1%	2.3%	0.8%	1.4%	1.4%
First Generation	3.4%	1.6%	3.6%	3.2%	2%

Indicator 4.4

Restore and grow enrollment for student populations in career technical education programs that are aligned with the employment needs of our region.

- **Definition**: The number of enrollments in courses flagged as 'clearly' or 'advanced' occupational.

- **Goal Setting Method**: The median absolute deviation (MAD) of this metric was first calculated by using five years of data up to, and including, the baseline year. A goal was then calculated by adding 1.96 standard deviations from the baseline year.

Baseline	Goal
6538	7161

Progress on Indicator 4.4

Area 5: Working and Learning Environment

Indicator 5.1

> Reduce the number of students reporting that they have avoided any spaces on campus due to concerns of physical safety on the District campus climate survey.

- **Definition**: The number of students that they have avoided spaces on campus as reported on an annual survey tool.

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is set as a decrease over the baseline year.

Data for this metric are still being collected.

Indicator 5.2

Increase the sense of safety among employees on campus as measured by an annual administrative services/employee satisfaction survey.

- **Definition**: The percentage of employees reporting a strong sense of safety on an annual survey tool.

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is set as an increase over the baseline year.

Data for this metric are still being collected.

Indicator 5.3

Increase the sense of belonging among employees as measured by an annual administrative services/employee satisfaction survey.

- **Definition**: The percentage of employees reporting a strong sense of belonging on an annual survey tool.

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is set as an increase over the baseline year.

Data for this metric are still being collected.

Indicator 5.4

Increase job satisfaction among employees as measured by an annual
administrative services/employee satisfaction survey.

- **Definition**: The percentage of employees reporting a strong sense of satisfaction
  with their employment on an annual survey tool.

- **Goal Setting Method**: Due to the absence of trend data, the goal for this metric is
  set as an increase over the baseline year.

Data for this metric are still being collected.