INSTITUTION SET STANDARDS, KPI'S, GOALS, AND TARGETS

March 3rd, 2017

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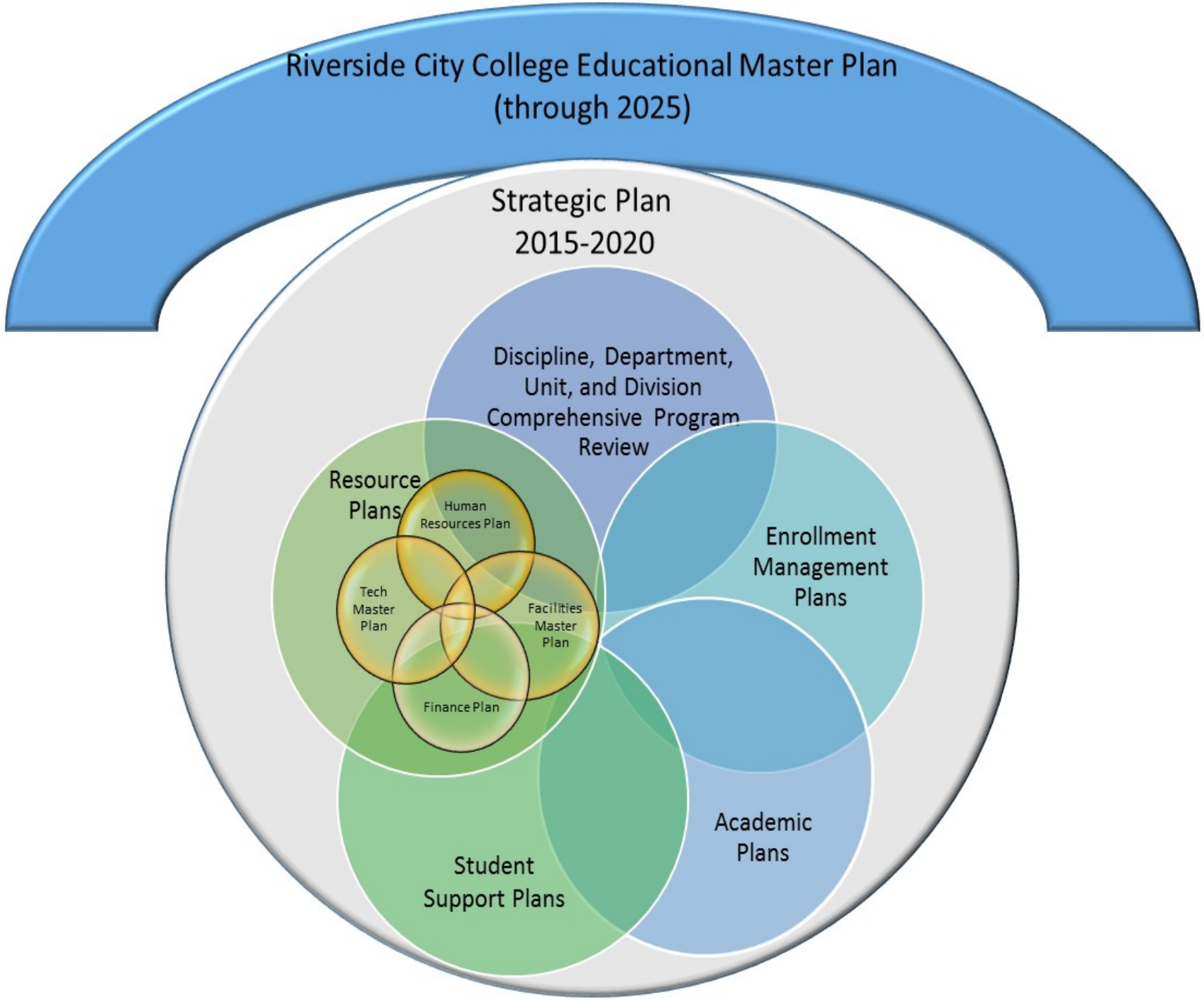
SET STANDARDS, GOALS, AND TARGETS


Riverside City College Educational Master Plan
(through 2025)
Strategic Plan
2015-2020
Discipline, Department, Unit, and Division Comprehensive Program Review
Resource Plans
Human Resources Plan
Tech Master Plan
Facilities Master Plan
Finance Plan
Enrollment Management Plans
Academic Plans
Student Support Plans

IEPI Metrics		RCC's 2015-2016	2015-2016 GOAL Met?	1 Year Target
Metric	Definition			
Completion Rate (Scorecard)	Percentage of degree, certificate, and / or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2014-2015 who completed a degree, certificate, or transfer-related outcomes.	See RCC's Fall 2016 Student Equity Report for disaggregated data		
- College-Prepared	Student's lowest course attempted in Math and / or English was college level.	64.4%	Yes (Goal was 64.0%	65.0%
- Unprepared for College	Student's lowest course attempted in Math and / or English was pre-collegiate level.	35.0%	No (Goal was 37.0%)	37.0%
- Overall	Student attempted any level of math and or English in first three years.	40.1%	No (Goal was 41.0%)	41.0%
Remedial Rate (Scorecard)	Percentage of credit students tracked for six years through 2014-2015 who started first time in 2009-2010 below transfer level in English, mathematics, and / or ESL and completed a college-level course in the same discipline.	See "Basic Skills" tab for details. At best, only 50% of English students and 38% of Math stduents entering 1 level		
- Math	Percentage of credit students tracked for six years through 2014-2015 who started first time in 2009-2010 below transfer level in English, mathematics, and / or ESL and completed a college-level course in the same discipline.	28.6%	Yes (Goal was 28.0%)	29.0%
- English	Percentage of credit students tracked for six years through 2014-2015 who started first time in 2009-2010 below transfer level in English, mathematics, and / or ESL and completed a college-level course in the same discipline.	40.7%	No (Goal was 41.0%)	42.0%
- ESL	Percentage of credit students tracked for six years through 2014-2015 who started first time in 2009-2010 below transfer level in English, mathematics, and / or ESL and completed a college-level course in the same discipline.	23.8%	Yes (Goal was 20.0%)	25.0%
Career Technical Education Rate (Scorecard)	Percentage of credit students tracked for six years through 2014-2015 who started first time in 2009-2010 below transfer level in English, mathematics, and / or ESL and completed a college-level course in the same discipline.	50.6%	Yes (Goal was 50.0%)	52.0%
Successful course completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in 2015-2016.	68.7%	Yes (Goal was 68.0%)	69.0%
Completion of degrees (Datamart)	Number of associate degrees completed in 2015-2016.	1,856	Yes	1,188
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2015-2016.	376	No	438
Number of students who transfer to a 4-year institution (National Student Clearinghouse)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2015-2016. Transfer Volume Metric (internal metric closely aligned with Scorecard)	1,551	No	1,711

“The scientist is not a person who gives the right answers, he is one who asks the right questions.”

Claude Levi-Strauss

STUDENT SUCCESS

Fall 2016 Metrics (2015-2016 Data)

PROPORTIONALITY INDEX BY GROUP

SUCCESS INDICATORS		African-American	Hispanic	American Indian or Alaska Native	Pacific Islander	African-American		Hispanic		Native American		Pacific Islander		DSPS	Veterans	Foster Youth
						Female	Male	Female	Male	Female	Male	Female	Male			
Course Completion	Success in credit enrollment	0.85	0.97	0.98	0.92	0.87	0.83	0.98	0.96	0.91	1.13	0.81	0.97	0.95	1.00	0.81
	Success in basic skills enrollment	0.81	1.00	0.61	0.83	0.89	0.64	1.05	0.92	0.35	1.11	0.00	1.35	0.82	1.14	0.56
	Success in CTE enrollment	0.84	0.98	1.13	0.82	0.91	0.75	1.00	0.96	1.05	1.26	0.81	0.83	1.00	1.03	0.82
	Success in transerable enrollment	0.87	0.97	1.07	0.91	0.89	0.85	0.97	0.96	1.02	1.18	0.81	0.95	0.98	0.97	0.88
	ScoreCard-30-units Completion	0.91	0.97	0.26	0.49	0.98	0.84	0.96	0.98	0.00	0.52	0.55	0.31	1.07	1.04	0.95
	ScoreCard-Persistence	0.95	1.00	0.23	0.86	0.96	0.93	1.00	1.01	0.00	0.45	0.87	0.82	1.07	0.91	1.10
ESL/Basic Skills Completion	ScoreCard-ESL	0.67	0.91		0.00	2.00	0.00	0.96	0.85			0.00	0.00	1.31	2.51	2.00
	ScoreCard-Basic Skills English	0.74	0.95	0.28	0.45	0.84	0.62	0.98	0.92	0.50	0.00	0.90	0.00	0.91	1.20	0.47
	ScoreCard-Basic Skills Math	0.68	0.93	0.73	0.40	0.76	0.58	0.97	0.87	0.73	0.73	0.52	0.00	0.75	1.34	0.49
Degree and Certificate Completion	ScoreCard-Completion (SPAR)	0.92	0.85	0.40	0.13	1.07	0.75	0.87	0.82	0.81	0.00	0.00	0.48	0.90	0.99	0.47
	ScoreCard-CTE Rate	0.97	0.96	1.16	0.69	0.92	0.52	1.05	0.89	1.48	0.62	1.11	0.00	1.12	1.08	0.57
Transfer	ScoreCard-Transfer	0.97	0.81	0.56	0.18	1.12	0.79	0.86	0.75	1.12	0.00	0.00	0.67	0.78	0.87	0.56

Key:

- 0.9 and above
- 0.8 -0.9
- 0.79 and below

QUESTION PROMPTS

- If there were equity gaps for student success, what were some of the ideas brought forth to address these gaps?
- How did these retention and success metrics inform the discipline and / or department's Program Review and Plan (PRaP)
- What was most interesting about the data?
- Was there anything that surprised you when looking at the data?
- What additional information might you use to frame conversations about student success
  (Assessment Data is a GREAT ANSWER!)

LOOK AT ALL THIS PEANUT BUTTER! THERE MUST BE THREE SIZES OF FIVE BRANDS OF FOUR CONSISTENCIES! WHO DEMANDS THIS MUCH CHOICE??
I KNOW! I'LL QUIT MY JOB AND DEVOTE MY LIFE TO CHOOSING PEANUT BUTTER! IS "CHUNKY" CHUNKY ENOUGH, OR DO I NEED "EXTRA CHUNKY"?
I'LL COMPARE INGREDIENTS! I'LL COMPARE BRANDS! I'LL COMPARE SIZES AND PRICES! MAYBE I'LL DRIVE AROUND AND SEE WHAT OTHER STORES HAVE! SO MUCH SELECTION AND SO LITTLE TIME!
I THINK YOU SHOULD DO THE SHOPPING.
DID THE MANAGER HAVE TO TALK TO YOU AGAIN?
HEY, WHERE'S THE PEANUT BUTTER?!

STUDENT ACCESS

STUDENT ACCESS–3 DEFINITIONS

- Total Enrollment (Headcount and FTES)
- Student Equity Access Framework
- Integrated Support Team-Based Approach

INSTITUTIONAL EFFECTIVENESS

Increasing Student Success

Completion Counts Through Pathways

- College Readiness
- Career and Technical Education
- Transfer Pathways for Science, Technology, Engineering, & Math (STEM)
- Transfer Pathways for Arts, Languages, Humanities, and Social Sciences

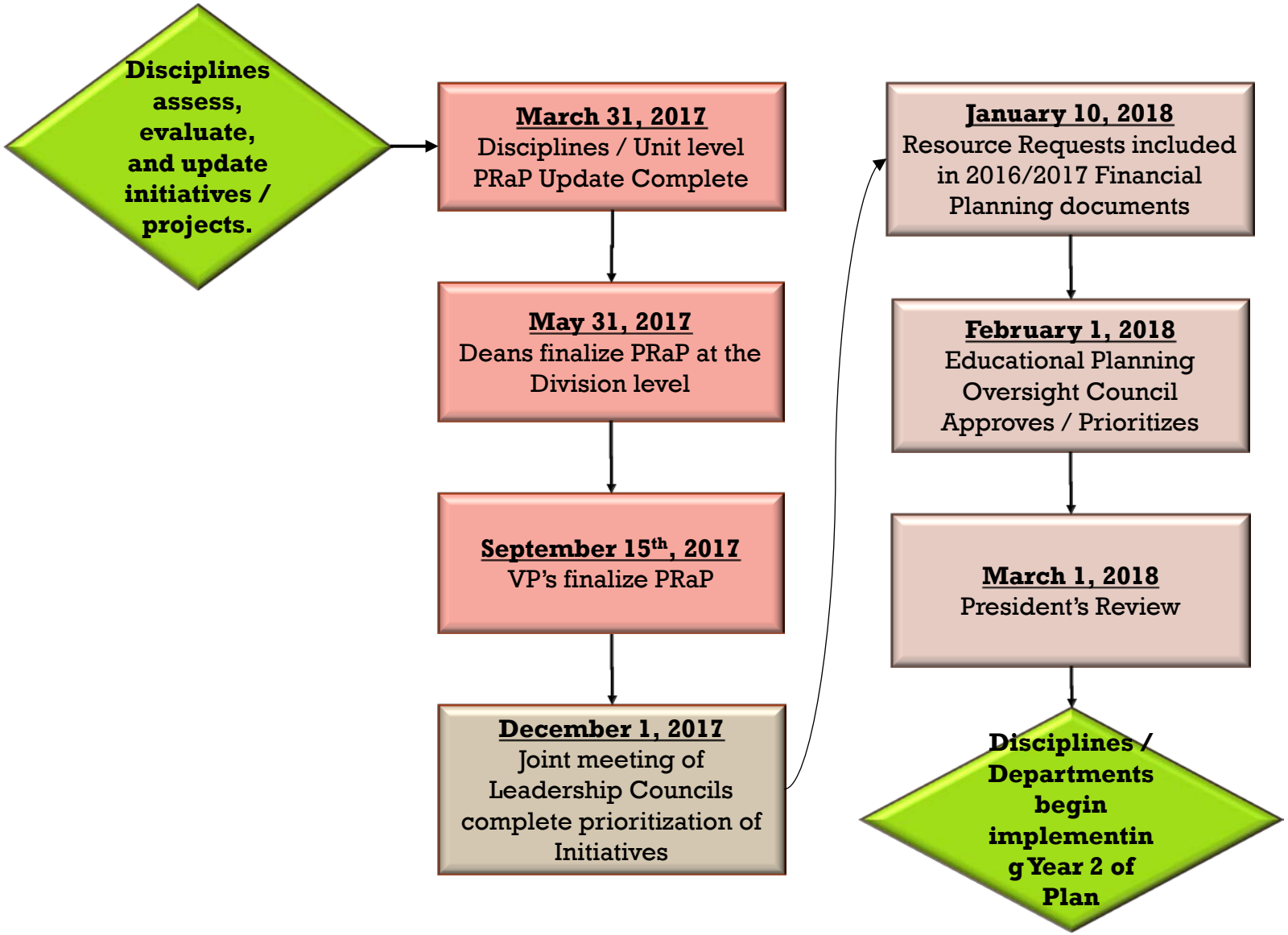
Innovation

- Basic Skills Acceleration
- Integrated Support
- Integrated Planning and Assessment
- MMAP
- High School Partnerships and Collaboration

Equity

- Targeted Intervention
- Teaching strategies and pedagogy
- Changing from Deficit-minded to Equity-minded

YEAR 2
RIVERSIDE CITY COLLEGE
PROGRAM REVIEW AND PLAN PROCESS
CURRENT AS OF FEBRUARY 10TH, 2017



PRAP CATEGORIES

- **Category 1:** New programs/ educational initiatives/ or other needs which are in clear alignment with the college goals outlined in the Strategic Plan and the direction mapped out in the Educational Master Plan, and for which the divisions and areas had provided clear plans following the guidelines provided by the joint councils.
- **Category 2:** Initiatives that the Joint Councils DO NOT recommend forwarding because of insufficient information, unclear planning, lack of necessary collaboration with other areas/ divisions at this time, or not urgent because this is a need for future years.
- **Category 3:** Technology and Facilities. Needs/ requests that need to be referred to Physical, Technology, Human Resources, (and Faculty Development) committees or addressed through a Budget Allocation Model (BAM).
- **Category 4:** Institution wide priorities. Items in this category provide necessary support and infrastructure and were identified as shared needs across areas/ divisions within the institution.
- **Category 5:** Faculty Hiring Prioritization Recommendation

RESOURCE AND LEARNING ENVIRONMENT DEVELOPMENT

RESOURCES WORKGROUP

- IE-LC, Program Review Committee, RDAS
  - Create guidelines for resource requests
  - Create FAQ's to help units identify resource requests to be included in the PRaP and which should be requested through other processes
  - Document those "other" processes

TEAM-BASED INTEGRATED SUPPORT

- What is Team-Based Integrated Support?
  - Reorganization of Student Support Services (Counselors, Ed Advisors, Librarians by pathway), Development of Faculty Advising college-wide, an Integrated Plan for Tutoring and SI, and a "home" for coordination and delivery of support services for our students
- Engagement Centers
  - Counselor, Librarian, Educational Advisor, Tutors, SI Leaders, Faculty office hours
- Cultural Proficiency lens
- Data-based decision making

COMMUNITY ENGAGEMENT

ACTIVITIES

- Counselor to Counselor breakfast March 17th
- Outreach efforts
- James Ducat and Ernesto Reyes facilitating conversations with school districts
- CTE Advisory Groups
- 4 year college & university partnerships – ADT's, etc.

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TRACDAT SESSIONS

- March 3rd from 12:30 to 2:30 in Hall of Fame
- March 8th from 11:00 to 1:00 in BE204
- March 10th from 12:00 to 1:30 in BE204
- March 15th from 9:00 to 10:30 in BE204
- March 17th from 1:00 to 3:00 in BE204
- March 21st from 3:00 to 4:30 in DL206
- March 23rd from 10:00 to 12:00 in DL206
- March 27th from 10:00 to 12:00 in BE204
- March 30th from 12:35 to 2:00 in BE204

Additionally, information can be found at these links below:
RCC's TracDat Help Page: http://rcc.edu/about/outcomesassessment/Pages/tracdat.aspx
TracDat and Assessment Trainings and Meetings: http://rcc.edu/about/outcomesassessment/Pages/event.aspx