

Methods and Metrics Committee Minutes
 September 21, 2022
 12:50 - 1:50 – Zoom

	Members	Guests
	ASRCC Rep (unfilled)	
X	David Lee, A&R	
X	Paul Richardson, Chemistry	
X	Brandon Owashi, IE	

1. Discussed what occurred in the Leadership Councils and Student Equity Committees during their previous meetings
 - a. GEMQ has been working on the VP prioritization lists.
 - b. Student Equity Committee
 - i. New leadership for the SEC
 1. Administrative chair: Inez Moore
 2. Faculty co-chairs: Alicia Berber and Tim Gutierrez
 3. Classified Professional chair: unfilled
 4. Student chair: unfilled
 - ii. The new Student Equity Plan was presented and small workgroups were created for each metric to come up with inquiry questions.
 - iii. The nominations for Classified Professional chair will occur next meeting
2. Brandon provided an overview of the new Student Equity Plan and some of the differences compared to the previous plan
 - a. There are five metrics: successful enrollment (percent of applicants who enroll at RCC within a year), completion of transfer-level math and English in first year, persistence (students who enroll in second term), vision goal completer (earn an award within three years), and transfer to 4-year institute (enroll in 4-year institute within three years).
 - b. There is one initial target group to focus on for each metric
 - i. Successful enrollment: African American/Black female
 - ii. Completion of transfer-level math and English: African American/Black
 - iii. Persistence: Foster Youth
 - iv. Vision goal: Pacific Islander
 - v. Transfer to 4-year: Hispanic/Latinx
3. Discussed potential projects to work on this year
 - a. Provide suggestions on inquiry questions for each metric
 - i. Identify the data requirements for each inquiry question
 - ii. Determine potential ways to gather data when there are gaps
 - b. Provide suggestions how to get more engagement and ownership of the Student Equity Plan metrics
 - i. Need to be able to demonstrate how each metric is relevant to each of our RCC employees
4. Started working on the inquiry process for each metric
 - a. Successful Enrollment
 - i. Anecdotally, one of the barriers that students who have completed the AOC process face is that for their initial term they must select courses on their own.

They do not meet with a counselor until after their first term. Students may get confused on what courses to take and give up at this point. We do not have data within this area so we need to figure out a way to gather data and fill this gap.

1. Currently, some students are called if they have not completed the AOC process. David will reach out to some of his colleagues to determine if this practice is effective and to see what notes they may have taken. This will provide some insight to what data are currently available and if we can make use of it
 2. Potentially can add in a short survey to emails that are automatically sent to students who are registered for a term but have not completed the AOC process. This could help determine what issues students are facing with the onboarding process
 - ii. Can look at the initial majors of African American/Black female students to determine how often they change later in their educational careers
 1. This could help determine what attracts this student population to RCC and we could do some targeted marketing. This may help encourage African American/Black applicants to complete the onboarding process because RCC offers what they want.
- b. Completion of Transfer-Level Math and English
- i. There are enrollment issues with transfer-level math and English where only a fraction of our first-time college students even enroll in both of these courses within their first year.
 - ii. When looking at students who do not take these courses at the same time, how many are enrolling in the corequisite support course? How many of these students are “required” or “recommended” to take the support course vs they are enrolling in it on their own?
 1. Are their racial differences between groups that enroll in both of these courses at the same time?
 - iii. Are there differences in full-time/part-time ratio for African American/Black students?
 1. It would be challenging/impossible to enroll in both of these transfer-level courses with the support courses if you are a part-time student.
 2. If a part-time student was only taking 8 units per term and enrolled in ENG-1A with ENG-91 in their first fall term, would they pass up taking math with the support course in the spring term so they could take at least one course that they were interested in during their first year at college?