Join Poll Everywhere
Text WendyMcEwen391 to 22333 once to join
To show this poll

1. Install the app from pollev.com/app
2. Start the presentation

Still not working? Get help at pollev.com/app/help or Open poll in your web browser
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
- Enrollment Management Plans
- Academic Plans
- Resource Plans
  - Human Resources Plan
  - Financial Plan
  - Tech Master Plan
  - Facilities Master Plan
- Student Support Plans
<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>RCC's 2015-2016</th>
<th>2015-2016 GOAL Met?</th>
<th>1 Year Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion Rate (Scorecard)</strong></td>
<td>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.</td>
<td>64.4%</td>
<td>Yes (Goal was 64.0%)</td>
<td>65.0%</td>
</tr>
<tr>
<td><strong>- College-Prepared</strong></td>
<td>Student's lowest course attempted in Math and/or English was college level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>- Unprepared for College</strong></td>
<td>Student's lowest course attempted in Math and/or English was pre-collegiate level.</td>
<td>35.0%</td>
<td>No (Goal was 37.0%)</td>
<td>37.0%</td>
</tr>
<tr>
<td><strong>- Overall</strong></td>
<td>Student attempted any level of math and/or English in first three years.</td>
<td>40.1%</td>
<td>No (Goal was 41.0%)</td>
<td>41.0%</td>
</tr>
<tr>
<td><strong>Remedial Rate (Scorecard)</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>- Math</strong></td>
<td>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.</td>
<td>28.6%</td>
<td>Yes (Goal was 28.0%)</td>
<td>29.0%</td>
</tr>
<tr>
<td><strong>- English</strong></td>
<td>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.</td>
<td>40.7%</td>
<td>No (Goal was 41.0%)</td>
<td>42.0%</td>
</tr>
<tr>
<td><strong>- ESL</strong></td>
<td>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.</td>
<td>23.8%</td>
<td>Yes (Goal was 20.0%)</td>
<td>25.0%</td>
</tr>
<tr>
<td><strong>Career Technical Education Rate</strong></td>
<td>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.</td>
<td>50.6%</td>
<td>Yes (Goal was 50.0%)</td>
<td>52.0%</td>
</tr>
<tr>
<td><strong>Successful course completion (Datamart)</strong></td>
<td>Percentage of students who earn a grade of &quot;C&quot; or better or &quot;credit&quot; in 2015-2016.</td>
<td>68.7%</td>
<td>Yes (Goal was 68.0%)</td>
<td>69.0%</td>
</tr>
<tr>
<td><strong>Completion of degrees (Datamart)</strong></td>
<td>Number of associate degrees completed in 2015-2016.</td>
<td>1,856</td>
<td>Yes</td>
<td>1,188</td>
</tr>
<tr>
<td><strong>Completion of certificates (Datamart)</strong></td>
<td>Number of Chancellor's Office-approved certificates completed in 2015-2016.</td>
<td>376</td>
<td>No</td>
<td>438</td>
</tr>
<tr>
<td><strong>Number of students who transfer to a 4-year institution (National Student Clearinghouse)</strong></td>
<td>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)</td>
<td>1,551</td>
<td>No</td>
<td>1,711</td>
</tr>
</tbody>
</table>
“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

<table>
<thead>
<tr>
<th>SUCCESS INDICATORS</th>
<th>African-American Female</th>
<th>Hispanic Female</th>
<th>American Indian or Alaska Native Female</th>
<th>Pacific Islander Male</th>
<th>African-American Male</th>
<th>Hispanic Male</th>
<th>Native American Male</th>
<th>Pacific Islander Male</th>
<th>DSPS</th>
<th>Veterans</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Completion</strong></td>
<td>0.85</td>
<td>0.97</td>
<td>0.98</td>
<td>0.92</td>
<td>0.87</td>
<td>0.83</td>
<td>0.98</td>
<td>0.96</td>
<td>0.91</td>
<td>1.13</td>
<td>0.81</td>
</tr>
<tr>
<td>Success in basic skills enrollment</td>
<td>0.81</td>
<td>1.00</td>
<td>0.61</td>
<td>0.83</td>
<td>0.89</td>
<td>0.64</td>
<td>1.05</td>
<td>0.92</td>
<td>0.35</td>
<td>1.11</td>
<td>0.00</td>
</tr>
<tr>
<td>Success in CTE enrollment</td>
<td>0.84</td>
<td>0.98</td>
<td>1.13</td>
<td>0.82</td>
<td>0.91</td>
<td>0.75</td>
<td>1.00</td>
<td>0.96</td>
<td>1.05</td>
<td>1.26</td>
<td>0.81</td>
</tr>
<tr>
<td>Success in transferable enrollment</td>
<td>0.87</td>
<td>0.97</td>
<td>1.07</td>
<td>0.91</td>
<td>0.89</td>
<td>0.85</td>
<td>0.97</td>
<td>0.96</td>
<td>1.02</td>
<td>1.18</td>
<td>0.81</td>
</tr>
<tr>
<td>ScoreCard-30-units Completion</td>
<td>0.91</td>
<td>0.97</td>
<td>0.26</td>
<td>0.49</td>
<td>0.98</td>
<td>0.84</td>
<td>0.96</td>
<td>0.98</td>
<td>0.00</td>
<td>0.52</td>
<td>0.55</td>
</tr>
<tr>
<td>ScoreCard-Persistence</td>
<td>0.95</td>
<td>1.00</td>
<td>0.23</td>
<td>0.86</td>
<td>0.96</td>
<td>0.93</td>
<td>1.00</td>
<td>1.01</td>
<td>0.00</td>
<td>0.45</td>
<td>0.87</td>
</tr>
<tr>
<td><strong>ESL/Basics Skills Completion</strong></td>
<td>0.67</td>
<td>0.91</td>
<td>0.00</td>
<td>2.00</td>
<td>0.00</td>
<td>0.96</td>
<td>0.85</td>
<td>0.00</td>
<td>0.00</td>
<td>1.31</td>
<td>2.51</td>
</tr>
<tr>
<td>ScoreCard-ESL</td>
<td>0.74</td>
<td>0.95</td>
<td>0.28</td>
<td>0.45</td>
<td>0.84</td>
<td>0.62</td>
<td>0.98</td>
<td>0.92</td>
<td>0.50</td>
<td>0.00</td>
<td>0.90</td>
</tr>
<tr>
<td>ScoreCard-Basics Skills English</td>
<td>0.68</td>
<td>0.93</td>
<td>0.73</td>
<td>0.40</td>
<td>0.76</td>
<td>0.58</td>
<td>0.97</td>
<td>0.87</td>
<td>0.73</td>
<td>0.73</td>
<td>0.52</td>
</tr>
<tr>
<td>ScoreCard-Basics Skills Math</td>
<td>0.92</td>
<td>0.85</td>
<td>0.40</td>
<td>0.13</td>
<td>1.07</td>
<td>0.75</td>
<td>0.87</td>
<td>0.82</td>
<td>0.81</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Degree and Certificate Completion</td>
<td>0.97</td>
<td>0.96</td>
<td>1.16</td>
<td>0.69</td>
<td>0.92</td>
<td>0.52</td>
<td>1.05</td>
<td>0.89</td>
<td>1.48</td>
<td>0.62</td>
<td>1.11</td>
</tr>
<tr>
<td>Transfer</td>
<td>0.97</td>
<td>0.81</td>
<td>0.56</td>
<td>0.18</td>
<td>1.12</td>
<td>0.79</td>
<td>0.86</td>
<td>0.75</td>
<td>1.12</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Key:
- **0.9 and above**
- **0.8 - 0.9**
- **0.79 and below**
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

Innovation

Equity

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

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

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

Increasing Student Success
May 31, 2017
Deans finalize PRaP at the Division level

Disciplines assess, evaluate, and update initiatives / projects.

March 31, 2017
Disciplines / Unit level PRaP Update Complete

May 31, 2017
VP’s finalize PRaP

September 15th, 2017
Disciplines / Departments begin implementing Year 2 of Plan

December 1, 2017
Joint meeting of Leadership Councils complete prioritization of Initiatives

January 10, 2018
Resource Requests included in 2016/2017 Financial Planning documents

February 1, 2018
Educational Planning Oversight Council Approves / Prioritizes

March 1, 2018
President’s Review
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.
GO FORTH AND PLAN
To show this poll

1. Install the app from pollev.com/app
2. Start the presentation

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
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