

Methods and Metrics Committee Minutes  
 June 3, 2021  
 12:50 - 1:50 – Zoom

	<b>Members</b>	<b>Guests</b>
X	Paola Barrera, ASRCC	
X	Ben Vargas, Student Services	
X	Paul Richardson, Chemistry	
X	Brandon Owashi, IE	

1. Discussed what occurred in the GEMQ, TLLC, and Student Equity Committees during their previous meetings
2. Data Coaching
  - a. The third data coaching training session will occur on June 30 and July 1.
3. Strategic Plan Strategies
  - a. Goal 2.3: Increase the percentage of exiting students who report being employed in their field of study by 3.5% annually, an increase of 10%, median
    - i. This metric tends to focus on CTE pathways. The suggestion was made to contact some of the CTE disciplines that have a heavy focus in this area (e.g. Auto, Nursing, Welding, Cosmetology, Culinary, etc.) to find their best practices. It would be useful to see if these practices can be applied to other departments
    - ii. Contact industry partners to see what types of skills the industry is looking for in their new hires and make sure that those skills are taught at RCC. This could be applicable to all departments
    - iii. Make sure that the CTE programs align with the needs for working adults
    - iv. Advertise internships that could help students get their foot in the door to get a job in their field of study
  - b. Goal 2.4: Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.
    - i. This will be one of the more costly goals to achieve because it requires increasing the services available to all of our students
    - ii. Look into redesign the student requirements for special programs
      1. Certain programs require student to be full-time, which disqualifies many students
      2. Students benefit from the extra services that these programs provide so could look into adjusting the requirements to increase student access to programs
    - iii. Increase the amount of non-traditional hours and virtual access for student services
      1. Continue Zoom counseling and tutoring, similar to what has been done through the pandemic. This allows students to have more access to services they need.
    - iv. Develop Early Alert type system that will alert college employees when a student is re-enrolling in the same course (either after one or two attempts) so that we can

make sure to provide that student with additional support so they can be successful

- v. The EW option provided students with the opportunity to stay enrolled in the course to try to see if they could turn their grade around and pass the course. If they did not, then they could take the EW. Is there any opportunity to provide a similar student experience so reduce the number of courses students dropped because they did not do well on the first test or assignment?
  - vi. Implement a Drop Survey to try to better understand why students are dropping courses and thus implement interventions to reduce the number of courses being dropped (will reduce the amount of courses that are repeats)
- c. Goal 2.5: Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.
- i. Increase the percent of students who enroll in transfer-level math and English by their first fall.
    - 1. Marketing could help encourage students to enroll in transfer-level math in the summer prior to their first fall.
  - ii. Identify the non-math and English courses that students typically take in their first year.
    - 1. Try to establish a learning community across these courses so that the math and English skills that students are being taught can be reinforced across their other courses