Strategic Planning Report Card
Spring 2022

Mission:

Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

Vision:

Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

Tiger Pride Values:

***Tradition and Innovation*:** We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.

Integrity and Transparency*:* We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.

Growth and Continuous Learning: We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty and staff.

Equity-mindedness: We promote social justice and equity.

Responsiveness: We respond to the needs of our students and communities through engagement and collaboration.

Student-centeredness: We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, educational, and career goals.

Introduction

This report is the 2nd annual report card for Riverside City College's 2020-2025 Strategic Plan cycle. As with the Spring 2021 report card, and this annual report card continues to emphasize the importance of the college's equity-driven, student-focused work in an ever-changing environment.

RCC's 2020-2025 Strategic Plan includes Key Performance Indicators (KPI's) with the current measurements as well as projected targets or goals through 2024-2025. Throughout this report, KPI's will be reported as actual for current and prior years and projected based on the strategic plan. Projected metric numbers (for future years) will be reported in **shaded gray boxes**.

In addition to Strategic Plan KPI's, the report card will include other metrics which are used to inform strategic planning conversations. These metrics don't have projected targets or goals so only actuals will be included.

Both KPI's and other metrics inform the college's **Guided Pathways** and **Student Equity** work. This work is foundational to closing student equity gaps and increasing student success.

Guided Pathways and Equity

Riverside City College (RCC) is committed to supporting the diversity of its students and communities. We want to be known for being an institution where **equitable practices permeate every aspect of the college culture** and every constituency group – from hiring practices, to committee appointments, to the inclusion and acceptance of all individuals. This work must include those marginalized by race and ethnicity, as well as by gender, sexual orientation, age, immigration and citizenship status, socioeconomic class, learning abilities, religion and more. As we continue to move forward in addressing racial and social inequities, we must also acknowledge all of the ways inequity shows up at our institution.

In Fall 2021, RCC contracted with Hotep Consulting to perform an Equity Audit with students, classified professionals, faculty, and administrators [Equity Audit Report](#). An important finding of that audit included the recommendation that RCC create and hire a full-time Equity Manager. The college has created a job description and will begin recruiting for this position in Spring 2022. The college has also created a team to review the intersection of the Equity Audit results, the National Assessment of Collegiate Campus Climate (NACCC) student survey, and other internal student surveys administered in 2021. This team is reviewing the reports and creating specific recommendations aligned with RCC's **Student Equity** and Achievement Plan (SEAP) [Student Equity Plan Executive Summary](#) and its Guided Pathways Plan [RCC Guided Pathways](#) to support the college's efforts and needs. The two areas of particular focus are **Mattering and Affirmation** and **Institutional Commitment** to Equity. RCC's Equity website is here: [RCC's Commitment to Student Equity](#).

Guided Pathways and Equity Essential Work

We define equity as an investment and commitment to achieving parity in academic outcomes by removing institutional barriers and creating an inclusive and culturally affirming learning environment. As such, we are dedicated to challenging our perceptions, biases, and blind spots through self-reflection, crucial conversations, and constant inquiry to identify and eliminate equity gaps and reinvest in our communities.

- Continue data driven conversations that lift black voices and linking this with faculty, administration, and classified professional support– ex. Equity Coaches.
- Aligning completion data and strategic goals with Vision for Success metrics – Integrated Academic Support, Equitable placement strategies and supports.
- Providing supportive learning environments for all students – seeking their voices and experiences and being transparent in publishing findings.
- Becoming a hub of student success by providing clear onboarding and exit strategies.
- Supporting campus culture and climate where all employees feel valued, included, acknowledged, and supported.
- Cultivating teaching, student services and human resources practices to address Anti-blackness in our campus culture.
- Continue to improve on our efforts to become a Hispanic Serving Institution that values and acknowledges the cultural wealth that our students bring to the classroom and our campus community.
- Equity-minded Counseling and Advising Strategies that support student development and increased social and economic mobility opportunities for students.

Student Equity and Achievement Plan and *Vision for Success*

Building on years of prior work, RCC's most recent **Student Equity and Achievement Plan (SEAP)** was created in 2019. The plan intentionally lays out how RCC can address institutional barriers that have led to inequitable student outcomes and to develop targeted activities to address these barriers. The SEAP identifies disproportionately impacted student groups through five metrics as defined by the state's Student Equity metrics definitions:
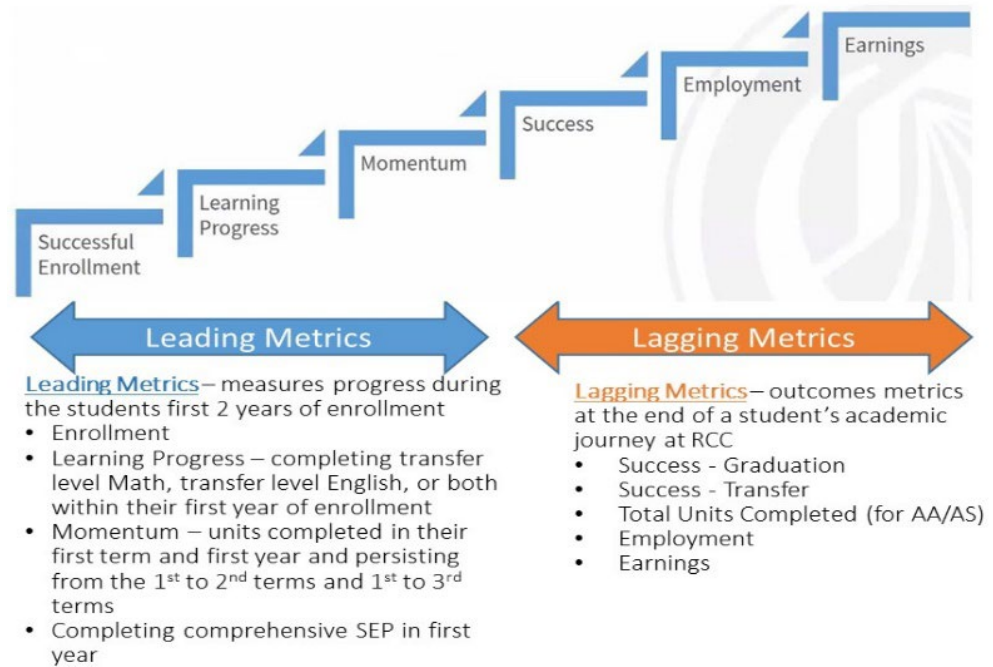
1. Completion: the number of RCC students who earned a degree, certificate, or specific job-oriented skillset
2. Retention: the number of students who enrolled in the Fall and subsequent Spring term at RCC.
3. Access: the number of applicants who enrolled at RCC.
4. Transfer: the number of RCC students who transferred to a 4-year institution.
5. Math and English: The number of RCC students who complete transfer-level English and math in their first year of credit enrollments.

RCC has identified 6 specific groups based on these Student Equity and Achievement Plan (SEAP) metrics: American Indian and Alaskan Native, Pacific Islander and Native Hawaiian, Foster Youth, African American, and Hispanic student groups as well as Students with Disabilities.

Guided Pathways and SEA metrics are embedded in and aligned with the College's Strategic Goals. As the college continues to move forward with a focus on closing student equity gaps, these Strategic Planning Key Performance Indicator (KPI) metrics will help the college monitor, evaluate, and assess progress as well as provide insight into successful strategies and interventions.

The College's metrics can be broadly characterized as Volume and Rate. Volume is a point-in-time measurement and includes the total enrollment in a year, total awards in a year, etc. Rate metrics are based on student cohorts. A student cohort is the total first-time freshmen enrolling in any given year. Rate calculations provide insight into how the college's Guided Pathways changes are impacting student success. We can see the difference between a student's experiences and success if they first enrolled in Fall 2015 versus if they first enrolled in Fall 2019.

Vision for Success Metrics

Earnings
Employment
Success
Momentum
Learning Progress
Successful Enrollment

Leading Metrics

Leading Metrics – measures progress during the students first 2 years of enrollment
- Enrollment
- Learning Progress – completing transfer level Math, transfer level English, or both within their first year of enrollment
- Momentum – units completed in their first term and first year and persisting from the 1st to 2nd terms and 1st to 3rd terms
- Completing comprehensive SEP in first year

Lagging Metrics

Lagging Metrics – outcomes metrics at the end of a student's academic journey at RCC
- Success - Graduation
- Success - Transfer
- Total Units Completed (for AA/AS)
- Employment
- Earnings

The State's *Vision for Success* metrics are Rate based – Cohort based. *Vision for Success* metrics provide both outcomes – how did the student success – but also leading metrics which give the college an ability to monitor, assess, and evaluate their progress each year. RCC's Strategic Planning goals are aligned with the state's Vision for Success goals. Operationally, the state includes Vision for Success Commitments to help colleges – and their students – achieve these goals.
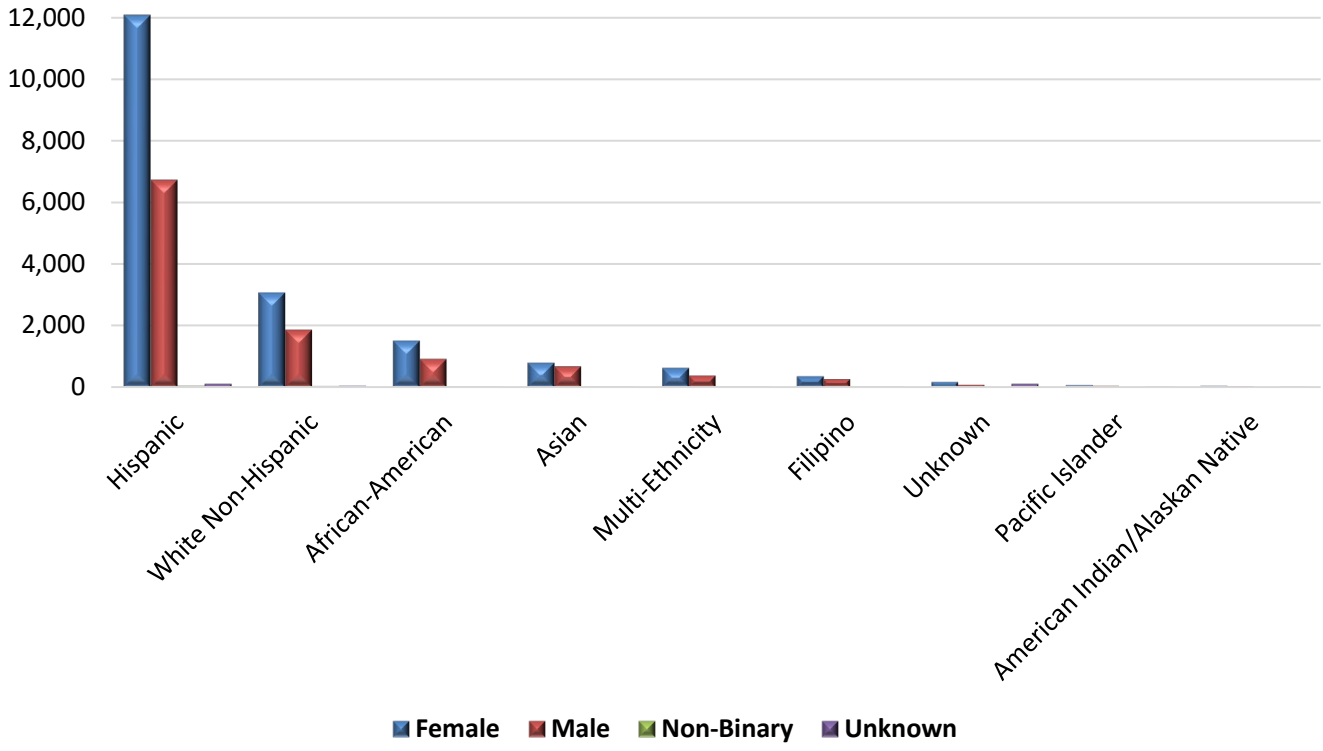
Vision Commitments

1. **Focus on students' goals**
2. **Design with the students' experience in mind**
3. **High expectations and high support**
4. **Foster use of data and evidence**
5. **Own student performance**
6. **Thoughtful innovation and action**
7. **Cross-system partnership**

College Goal 1: Student Access

1.1 Increase the college going rate by 3% annually in order to increase attainment of living wages in our community.
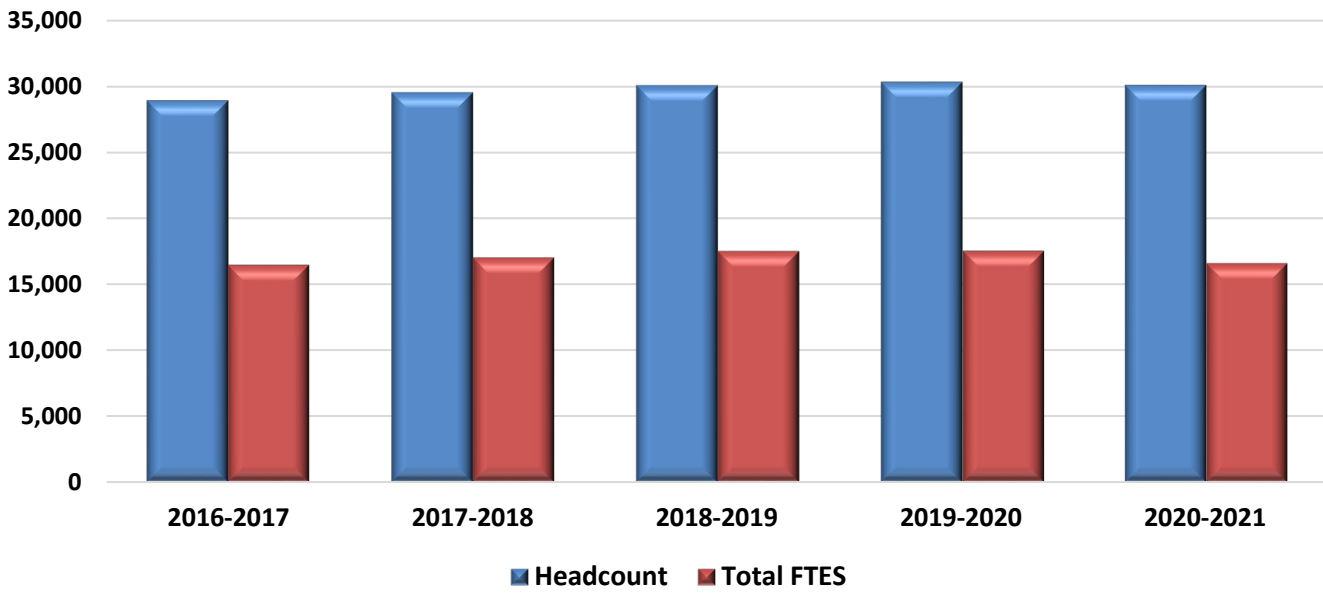
The college's unique headcount enrollment for 2020-2021 was 4.6% less that 2018-2019 and 6.1% less than 2019-2020. Total Full-Time Equivalent Student (FTES) declined slightly less – down 5.5% from 2019-2020 to 2020-2021. This decrease in enrollment is attributable to the COVID-19 pandemic.

2020-2021 Enrollment (Unique Headcount)

Legend: Female, Male, Non-Binary, Unknown

Categories: Hispanic, White Non-Hispanic, African-American, Asian, Multi-Ethnicity, Filipino, Unknown, Pacific Islander, American Indian/Alaskan Native

Source: CCCCO Datamart

Student (Headcount) Enrollment Trends

Legend: Headcount, Total FTES

Years: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021

Source: CCCCO Datamart and EMD for Headcount

The capture rate – the percentage of Alvord Unified, Jurupa Unified, and Riverside Unified seniors who subsequently enroll at RCC is below. As with enrollment overall, the 2020-2021 capture rate is lower than the 2019-2020 capture rate. However, our strategic planning baseline year was 2016-2017 projected year-over-year increase values based on that baseline year remain achievable over the life of the 2020-2025 strategic plan.

Metric	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022*	2022-2023*	2023-2024*	2024-2025*
Capture Rate	24.5%	35.3%	35.9%	28.3%	30.0%	30.9%	31.9%	32.8%

*Projected Values.
Source: RCCD Capture Dashboard

1.2 Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data.

Work continues on Guided Pathways Pillar 1 and 2. RCC's Guided Pathways plan (approved Spring 2021) RCC Guided Pathways Plan has several specific actions and initiatives to continue improvement in these pillars.

RCC graduates participating in commencement completed surveys in June 2021. Graduates were asked to rate several different services offered by RCC. Registration services were the highest rated – with 92.3% of respondents rating it good or excellent. Admissions and Records has worked hard to improve their services including online services during the pandemic. The effect of these efforts is reflected in graduates' feedback. The full survey report can be accessed here: RCC Student Graduation Survey Summer 2021.

1.3 Increase percent of students eligible for financial aid who receive aid by at least 2% per year.

While there are clear reasons not to use or barriers for some students in receiving financial aid, encouraging more students to complete FAFSAs and access available financial aid can help them take more units (if they are able to do so) and shorten time to completion. But it is also important to help students understand how to use their financial aid more strategically and effectively here and in their next educational steps, to develop a comprehensive, holistic plan for how to finance their educations.

One measurement of a student's socio-economic need is the State's Promise Grant (formerly known as Board of Governors' Waiver). The number of RCC students receiving this grant in 2020-2021 decreased slightly from 2019-2020 in both overall numbers as well as percentage of total enrollment. For 2019-2020, 62.3% of RCC students received a promise grant. For 2020-2021, it was 59.5%.

RCC Promise Grant Students
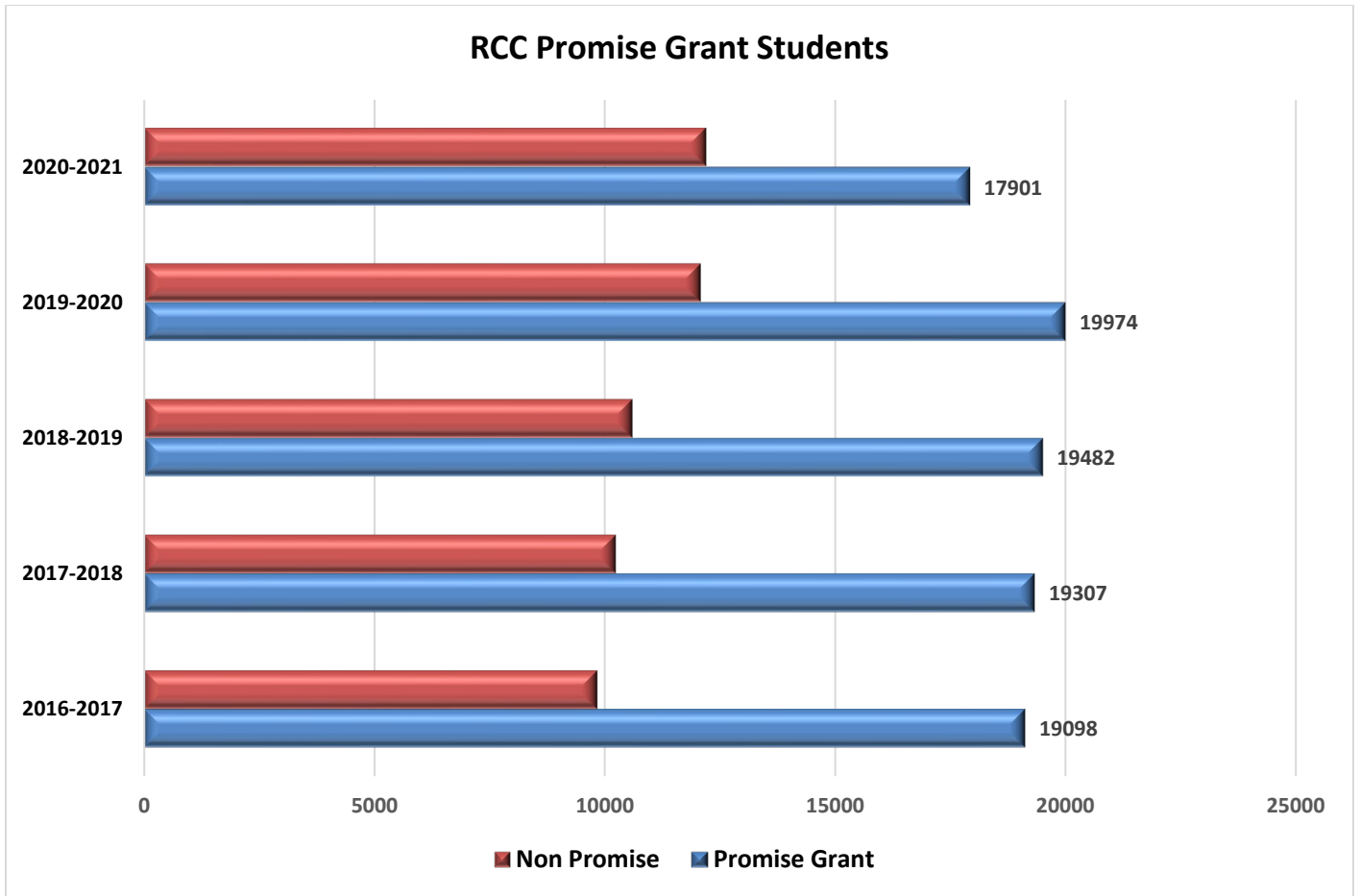
Source: CCCCO Datamart

Another measurement is Pell Awards. Below are the last three years actuals and the strategic plan projected awards with 2% yearly increase. As with most other metrics, there has been a decrease in 2020-2021. The college has been working with students in many ways to understand and meet students' financial needs. This continues to be recognized need as the college moves through 2021-2022.

	2018-2019	2019-2020	2020-2021	2021-2022*	2022-2023*	2023-2024*	2024-2025*
Total PELL $	$ 28,090,864	$ 30,276,419	$ 25,446,743	$ 23,122,080	$ 23,574,321	$ 24,045,808	$ 24,526,724
Total Pell Headcount	8733	9259	7611	9178	9362	9546	9740

*Projected Values

Source: CCCCO Datamart

1.4 In order to shorten the time to completion and improve college going rates, the college will increase number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually.

Along with current students, the college continues to build relationships with our three local school districts – Alvord Unified School District, Jurupa Unified School District, and Riverside Unified School District. The college has hired an Associate Dean to focus on the important high school relationships.

RCC's Strategic Planning Dual Enrollment actual KPI's and goals are below. While the 2020-2021 numbers show a decrease from the prior year, the total enrollment is still above the college's strategic planning goal for that year.
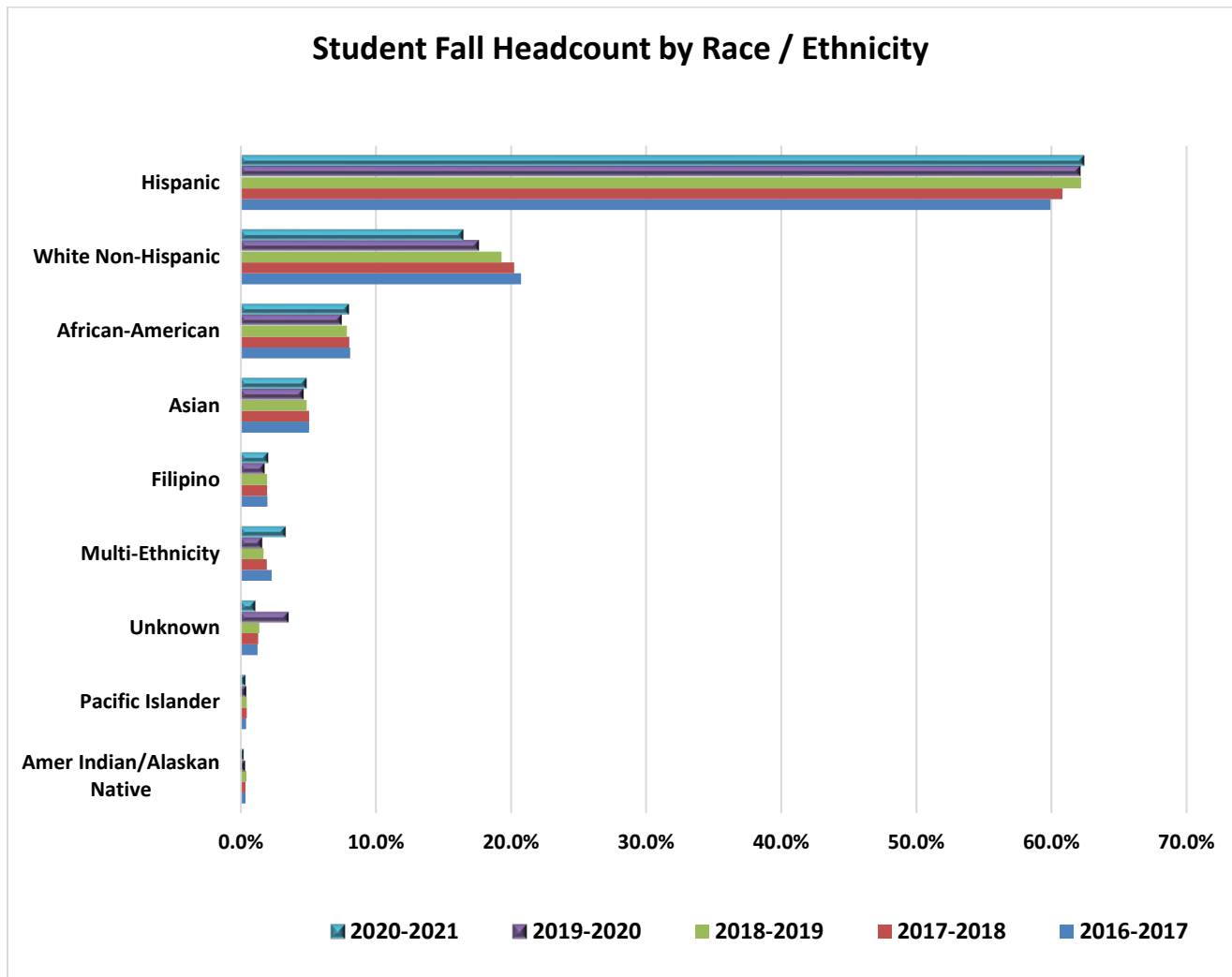
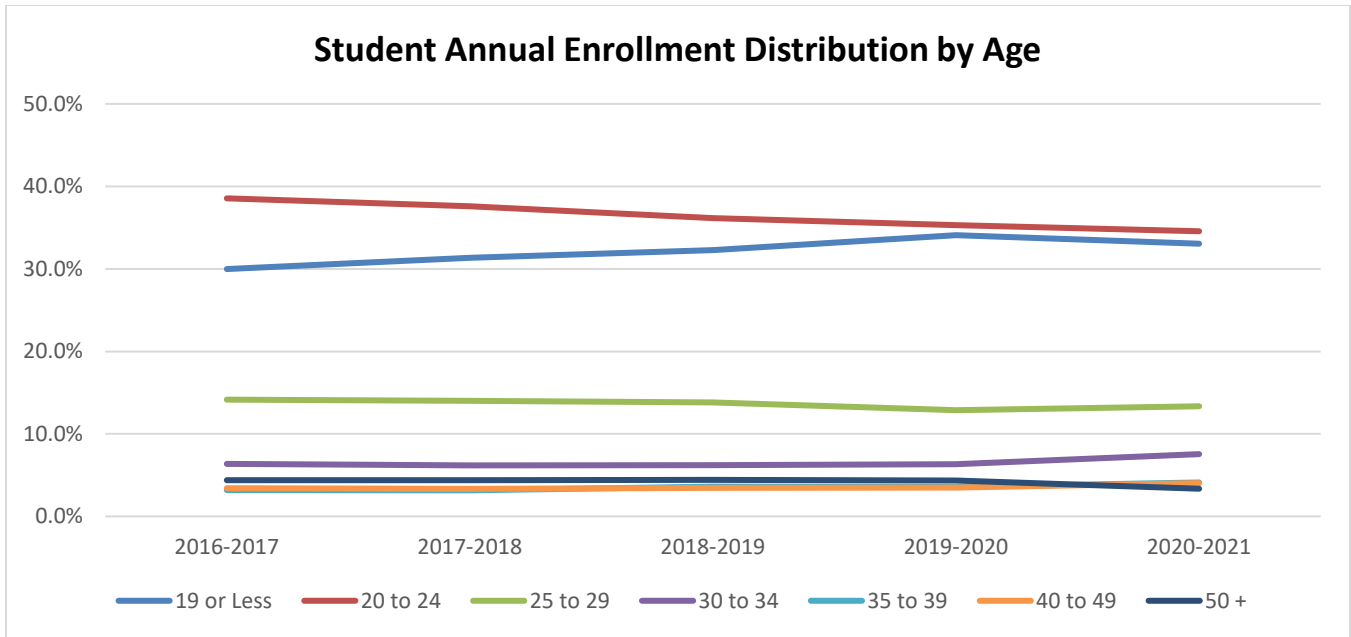| School District	2019-2020	2020-2021	2021-2022*	2022-2023*	2023-2024*	2024-2025*
AUSD	71	101	202	212	222	234
JUSD	263	253	92	96	101	106
RUSD	602	512	496	521	547	574
Total	**936**	**866**	**790**	**829**	**870**	**914**

Projected Values.
Source: RCC MIS files

Additional RCC Metrics

RCC's student demographics have changed slightly over the past few years. The trends include a continuing increase in Hispanic students and a very slight 1.8% decrease in the proportion of students who are traditional college-going age (younger than 24 years old). Traditional college-age students are 67.6% of RCC's population.

Student Fall Headcount by Race / Ethnicity

Source: CCCCO Datamart

Student Annual Enrollment Distribution by Age

Source: CCCCO Datamart

The college's percentage of students enrolled as full-time (12 units or more during a term) has been fairly static over the past several years. As the college continues to provide increased support through programs such as the College Promise, the percentage of students enrolled in 12 units or more per semester should increase. As noted at the beginning of the College Goals, RCC has not set targets or goals for the percentage of full-time students but this metric is still important to understand student enrollment.

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
% Full-Time	29.6%	29.6%	29.5%	25.6%	29.2%	24.9%

Source: CCCCO Datamart

College Goal 2: Student Success

2.1 Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skills sets.

The work of **Guided Pathways** Pillar 3, *Stay on the Path*, is designed to help students complete degrees and certificates. The work included creating Program Maps to help students better plan their course taking. One lagging indicator of the college's success with College Goal 2.1 and the state's *Vision for Success* metric, as well as the **Guided Pathways** Pillar 3 work is the number of awards each year.

The table below shows RCC's 2019-2020 and 2020-2021 awards and then the projected 2021-2022 through 2024-2025 awards. The metric is a total award count – not a unique student count. It is common for students to receive multiple degrees and / or certificates. Thus, the unique count of student graduates will be less than the total degrees and certificates awarded. These goals are based on the data available from MIS at the time of this report.

| Degrees and Certificates Awarded	2019-2020	2020-2021	2021-2022*	2022-2023*	2023-2024*	2024-2025*
AA/AS	3,070	3,407	4,088	4,906	5,887	7,065
AA-T / AS-T (ADT)	915	849	1,019	1,223	1,467	1,760
State Approved Cert.	612	531	637	765	918	1,101
Locally Approved Cert.	428	530	636	763	916	1,099
Total	5,025	5,317	6,380	7,656	9,188	11,025

*Projected Values.

Source: MIS SP

2.2 Increase by 20% annually the number of RCC students transferring to a UC, CSU, private college, or out-of-state public or private institution.

Another Key Performance Indicator used to track student success is the number of students subsequently enrolling in a four-year college or university. Using data from the National Student Clearinghouse (NSC), the Office of Institutional Effectiveness tracks RCC students' subsequent enrollment. The Transfer Volume metric is narrowly defined as the number of RCC students who initially enrolled as first-time freshmen and transferred immediately to a four-year college or university. To be included in this metric, an RCC student must have:

1. Enrolled at RCC as a first-time freshmen;
2. Completed at least 12 units within the District; and
3. Enrolled at a four-year college or university within 6 months of leaving RCC.
4. Students are included in a specific cohort year for the first year a student is enrolled at a four-year college or university.

While most students transfer to the CSU system, RCC students also enroll in private universities at a high rate. Students' top five transfer destinations are CSU San Bernardino, UC Riverside, CSU Fullerton, California Polytechnic University Pomona, and California Baptist University.
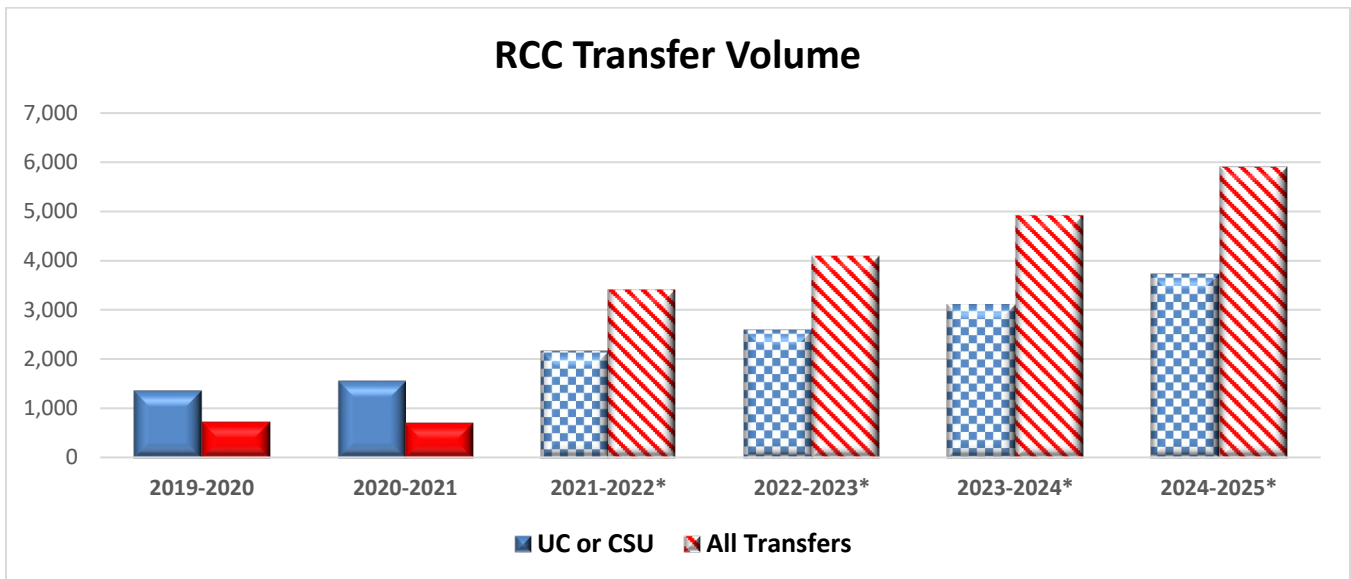

*Projected values

Source: National Student Clearinghouse

RCC's full 2020-2021 transfer report can be viewed here: 2020-2021 Transfer Report.

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 earnings 9.75% annually, and the number of those earning a living wage by 9.75% annually.

Our Career and Technical Education (CTE) programs continue to emphasize providing **Guided Pathways** to students in high demand, high skill, and high paying jobs. Strategies for this goal include Completion Program Mapping and integrated academic support. RCC's CTE Division is a leader with these strategies and is sharing best practices with the rest of the college. Metrics tracking employment and wages are difficult to track. RCC's CTE metrics are based on alumni responses to the CTEO Survey.
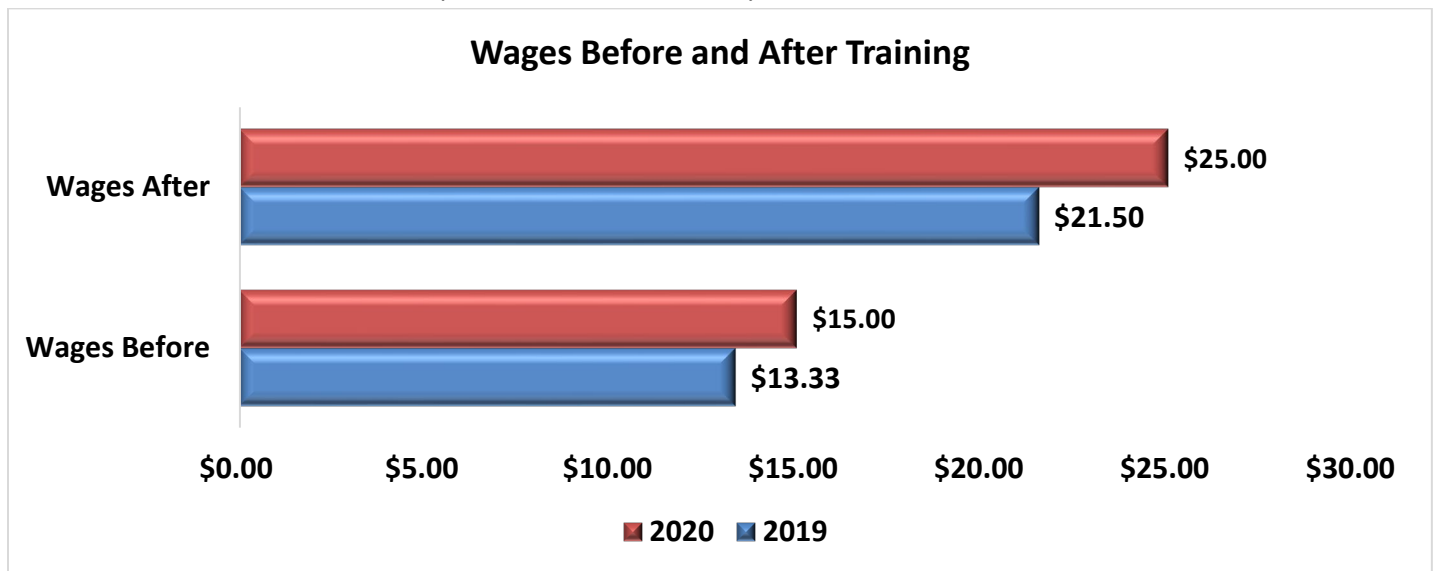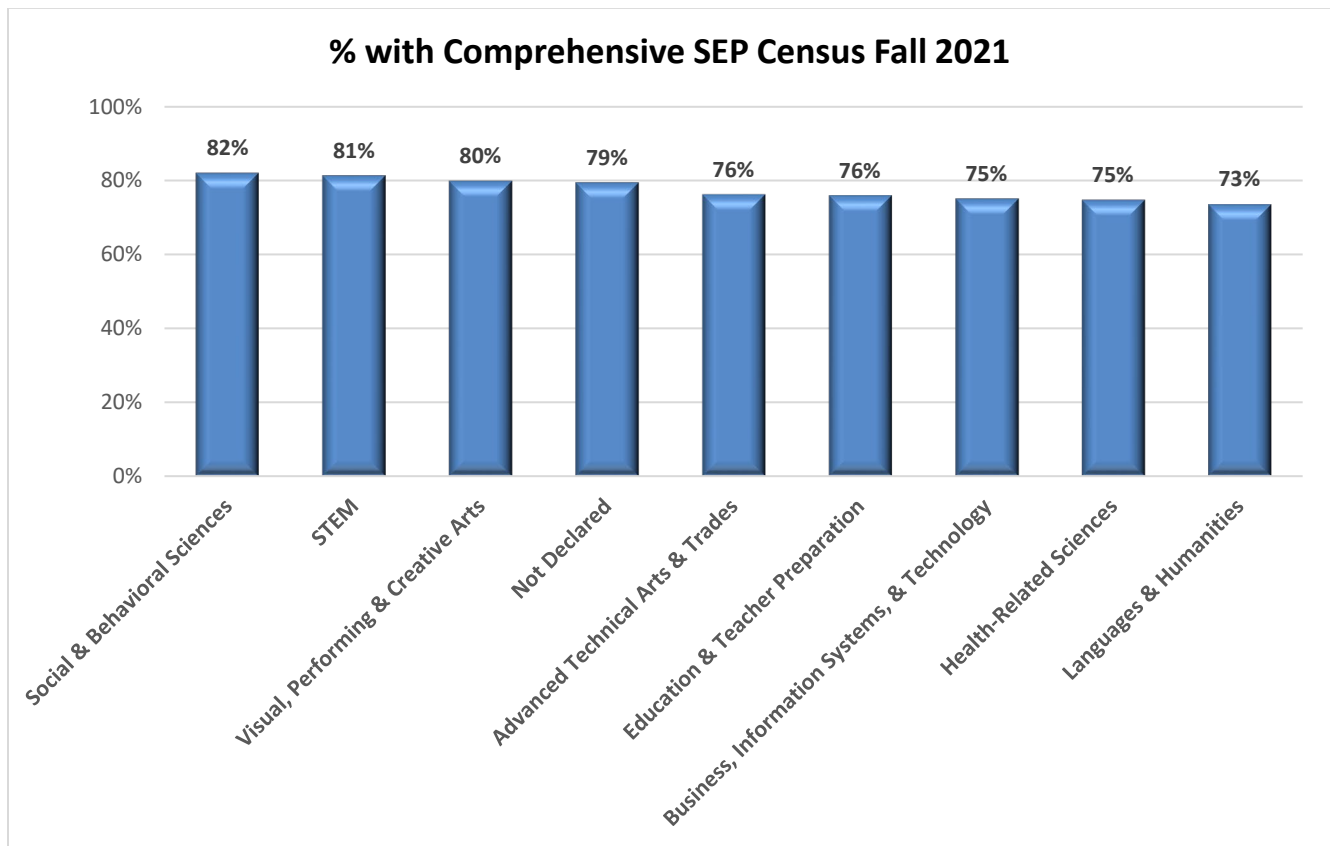

Source: 2019 and 2020 CTEOS Surveys
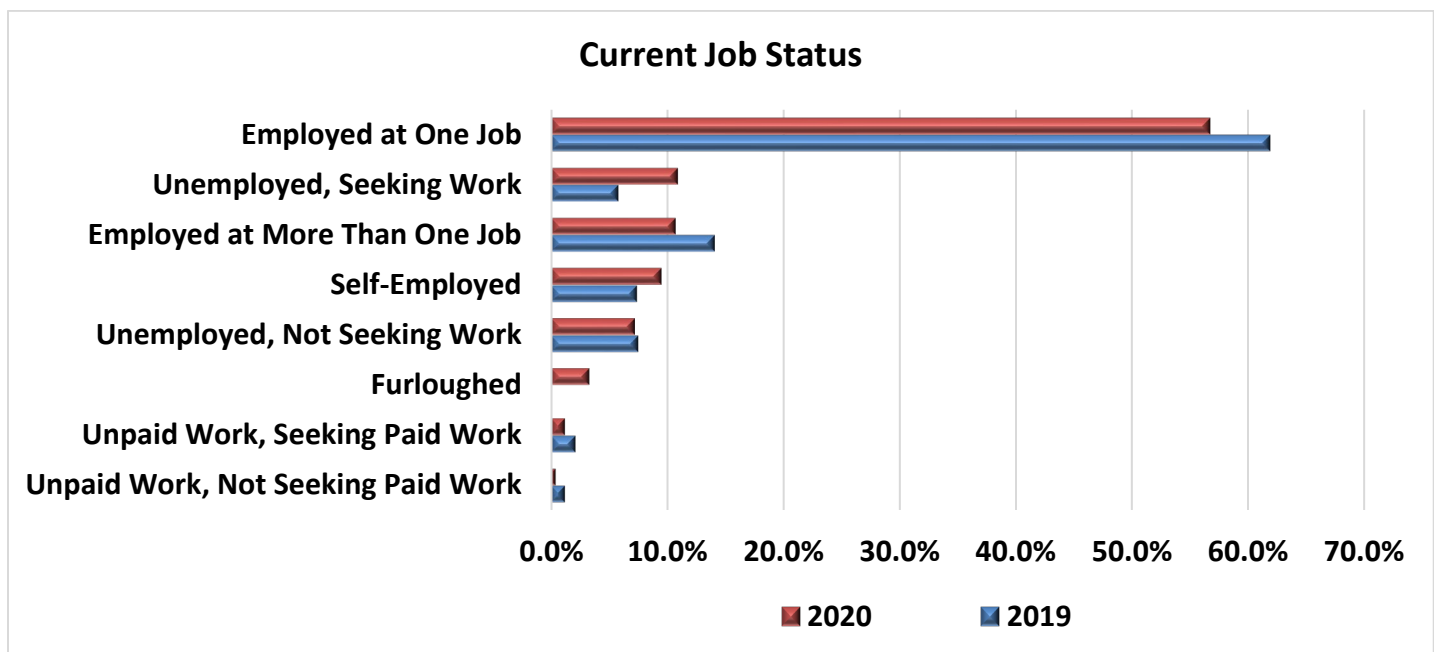
Source: 2019 and 2020 CTEOS Surveys

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.

Comprehensive SEP's

Time to completion is a lagging indicator – calculated once a student completes. A leading indicator of student progress and **Guided Pathway's** Staying on the Path is the percentage of students who have completed a Comprehensive Student Educational Plan (SEP). RCC continues to improve with this metric and as a result, the time to completion – and the number of students completing – should improve. Below is the percentage of students who have completed a Comprehensive SEP by Instructional Pathway as of Census 2021.

% with Comprehensive SEP Census Fall 2021

Pathway	%
Social & Behavioral Sciences	82%
STEM	81%
Visual, Performing & Creative Arts	80%
Not Declared	79%
Advanced Technical Arts & Trades	76%
Education & Teacher Preparation	76%
Business, Information Systems, & Technology	75%
Health-Related Sciences	75%
Languages & Humanities	73%

Source: Colleague as of Fall 2021 Census

Time to Completion

Understanding and reducing students' time to completion is one of the primary goals of **Guided Pathways**. The KPI RCC is using to measure time to completion is *cohort based*. A cohort is the number of first-time freshmen enrolling at RCC in a specific year. For Time to Completion, the KPI we are using is the percentage of a cohort who completes a degree, certificate, and / or transfers within three years. Because it is a lagging indicator, the first-time freshmen cohorts we are currently tracking are those who enrolled in 2015-2016, 2016-2017, and 2017-2018.   As you see in the graphs, the percentage of cohorts completing in three years is very low.

It is important to not only look at transfer rates overall, but also look at completion with an equity lens. RCC uses the Proportionality Index methodology to identify disproportionately impacted groups. In context of this

analysis, the PI methodology assumes the proportion of a race / ethnicity in the transfer students is the same as the proportion of that group in the initial cohort – an index of 1.0. If the proportion is less in the transfer than in the initial cohort, the PI will be less than 1.0.

For RCC, a PI value of less than 0.9 represents a disproportionately impacted group – the students transferring have fewer students in that race / ethnicity than in the initial cohort. It is important to note, though, that small numbers in the groups can have a significant impact on the PI as well, so while the PI might be very low, the number of students needed to increase the transfer rate and the PI might be small. Table 1 shows first time student cohorts by race / ethnicity with 3-year transfer rates, completion rates (degree, certificate, and / or transfer) and the Transfer PI and Completion PI. The **rust** highlights show those groups with a PI of less than 0.8 – those with equity gaps.

Race / Ethnicity by Starting Year	Total # Students	% Transferred	% Completed	Transfer Proportion Index	Completion Proportion Index
2015-2016					
African-American	603	21.6%	22.4%	1.15	1.07
American Indian	23	13.0%	13.0%	0.69	0.62
Asian	480	40.4%	42.3%	2.15	2.02
Hispanic	3813	14.1%	16.3%	0.75	0.78
Pacific Islander	41	26.8%	31.7%	1.43	1.52
Two or More	71	14.1%	15.5%	0.75	0.74
Unreported	80	11.3%	12.5%	0.60	0.60
White	1212	24.3%	26.8%	1.29	1.28
2015-2016 Total	**6323**	18.8%	20.9%		
2016-2017					
African-American	550	23.3%	24.9%	1.17	1.11
American Indian	22	13.6%	13.6%	0.69	0.61
Asian	441	37.9%	39.5%	1.91	1.76
Hispanic	3897	15.6%	17.9%	0.78	0.80
Pacific Islander	45	17.8%	20.0%	0.89	0.89
Two or More	27	22.2%	22.2%	1.12	0.99
Unreported	123	7.3%	7.3%	0.37	0.33
White	1341	26.3%	30.6%	1.32	1.36
2016-2017 Total	**6446**	19.9%	22.4%		
2017-2018					
African-American	467	24.0%	27.4%	1.09	1.00
American Indian	21	14.3%	33.3%	0.65	1.21
Asian	380	40.0%	45.8%	1.82	1.66
Hispanic	3547	18.1%	23.7%	0.83	0.86
Pacific Islander	39	23.1%	23.1%	1.05	0.84
Two or More	10	20.0%	20.0%	0.91	0.73
Unreported	61	8.2%	11.5%	0.37	0.42
White	1050	28.5%	35.1%	1.30	1.28
2017-2018 Total	**5575**	22.0%	27.5%		
2018-2019					
African-American	392	13.8%	17.6%	0.98	0.89
American Indian	24	8.3%	8.3%	0.59	0.42
Asian	260	33.5%	40.0%	2.37	2.02
Hispanic	3638	11.3%	16.5%	0.80	0.84
Pacific Islander	27	18.5%	25.9%	1.31	1.31
Two or More	22	13.6%	13.6%	0.97	0.69
Unreported	65	4.6%	6.2%	0.33	0.31
White	900	20.7%	29.1%	1.47	1.47
2018-2019 Total	**5328**	14.1%	19.8%		

Source: MIS and National Student Clearinghouse

As the college continues working to increase student success and focus on equitable interventions, we anticipate that these metrics will increase and the **Student Equity** gaps will decrease.

2.5 Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

First year completion of transfer level math and English is a significant, predictive momentum point for completion. To boost completion rates and outcomes for students, the college will focus on helping students meet highly predictive momentum points, especially first-year completion of transfer-level Math and English.

This first table has RCC's metrics for completion of transfer level English. These Key Performance Indicators are cohort-based. Thus, the 2017 Fall are for those students who enrolled at RCC as First Time Freshmen in 2017 Summer and / or Fall. 2017-2018 was the first year.

Race/Ethnicity	Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate
African American	311	21.5%	327	19.9%	306	27.1%	220	21.8%
American Indian	15	13.3%	18	22.2%	22	22.7%	7	28.6%
Asian	173	37.0%	165	49.1%	198	50.5%	149	44.3%
Hispanic	2,640	27.3%	2,991	33.3%	2,957	37.6%	2,259	29.1%
International*	82	23.2%	55	25.5%	55	21.8%	13	53.8%
Pacific Islander	28	14.3%	18	44.4%	31	16.1%	17	29.4%
Two or More	2	0%	12	33.3%	56	21.4%	134	35.8%
Undeclared	11	0%	11	27.3%	64	12.5%	85	27.1%
White	712	32.7%	719	39.9%	710	40.4%	439	39.4%
Total	**3,974**	**27.9%**	**4,316**	**33.9%**	**4,399**	**36.9%**	**3,323**	**31.0%**
Year over year change in throughput volume	61.3%		31.7%		11.1%		-36.6%	
Year over year change in throughput rate	52.5%		21.5%		8.8%		-16.0%	
# Passed Transfer-Level	1,110		1,462		1,624		1,029	

*F1/J1 Visa

Source: MIS SX and ST

RCC piloted the Multiple Measures Acceleration Project (MMAP) and began enrolling more first-time students in transfer level courses. Fall 2019 is the first term of RCC's full implementation of AB 705. While Fall 2020's throughput is lower than Fall 2019, we are anticipating that those numbers will improve with the Fall 2021 cohort (yet to be finalized).

Similar to English, there was a decrease in the number of students who passed transfer-level Math within their first year for the Fall 2020 first-time student cohort (-12.5% from Fall 2019 cohort), but that could largely be due to the decrease in cohort size. The overall throughput rate continued to increase for the Fall 2020 cohort (16.0%) with large jumps seen for African American (2.4 percentage points), Hispanic (2.1 percentage points), International (18.7 percentage points), and White (7.4 percentage points) students.

Race/Ethnicity	Fall 2017 Cohort	Fall 2017 Throughput Rate	Fall 2018 Cohort	Fall 2018 Throughput Rate	Fall 2019 Cohort	Fall 2019 Throughput Rate	Fall 2020 Cohort	Fall 2020 Throughput Rate
African American	311	6.4%	327	5.8%	306	8.5%	220	10.9%
American Indian	15	13.3%	18	5.6%	22	13.6%	7	0%
Asian	173	30.6%	165	30.9%	198	38.9%	149	38.3%
Hispanic	2,640	13.0%	2,991	12.4%	2,957	15.6%	2,259	17.7%
International*	82	30.5%	55	38.2%	55	58.2%	13	76.9%
Pacific Islander	28	7.1%	18	16.7%	31	19.4%	17	5.9%
Two or More	2	0%	12	16.7%	56	8.9%	134	23.1%
Undeclared	11	0%	11	18.2%	64	4.7%	85	17.6%
White	712	19.1%	719	19.5%	710	18.3%	439	25.7%
Total	**3,974**	**14.6%**	**4,316**	**14.2%**	**4,399**	**16.9%**	**3,323**	**19.6%**
Year over year change in throughput volume	122.1%		5.0%		21.6%		-12.5%	
Year over year change in throughput rate	108.6%		-2.7%		19.0%		16.0%	
# Passed Transfer-Level	582		611		743		650	

*F1/J1 Visa

Source: MIS SX and ST (Includes MAT-5, 10, 11, 12, 12H, 25, 36, and 1A)

Students enrolled in support courses as part of AB 705 have been highly successful and the college is looking forward to continuing refinement and enrollment for these students. RCC's latest AB 705 report is here: AB705 AY 20-21 Update Report.

2.6 The institution set standard for course success is 66% per year and the goal is to improve 1% annually from the new baseline of 67.3% in the 16-17 AY.

RCC's current institutional "Set Standard" for successful course completion (course success) is 66%. The college has established institutional goals of improving course success at 1% per year.

The below tables show overall success rates for several different **Student Equity** groups. As you can see, most groups success rates where higher in 2020-2021 than prior years. In Spring 2021 as a result of the pandemic and courses being moved online mid-spring term, students were able to take an "EW" grade – meaning that they were able to withdraw from the course at any time. For the calculations, if a student received and "EW" that course is not included in either the numerator or denominator, which might account for some of the increase. The Office of Institutional Effectiveness will continue reviewing success rates in Fall 2021 to determine the trend.

It is important to note that there are a lot of efforts to improve course success inside and outside of the classroom including Data Coaching, institutes on grading, teaching and learning, increased intentional tutoring and academic support including robust engagement centers, and a focus on equitable outcomes in the classroom.

Course Success Rates
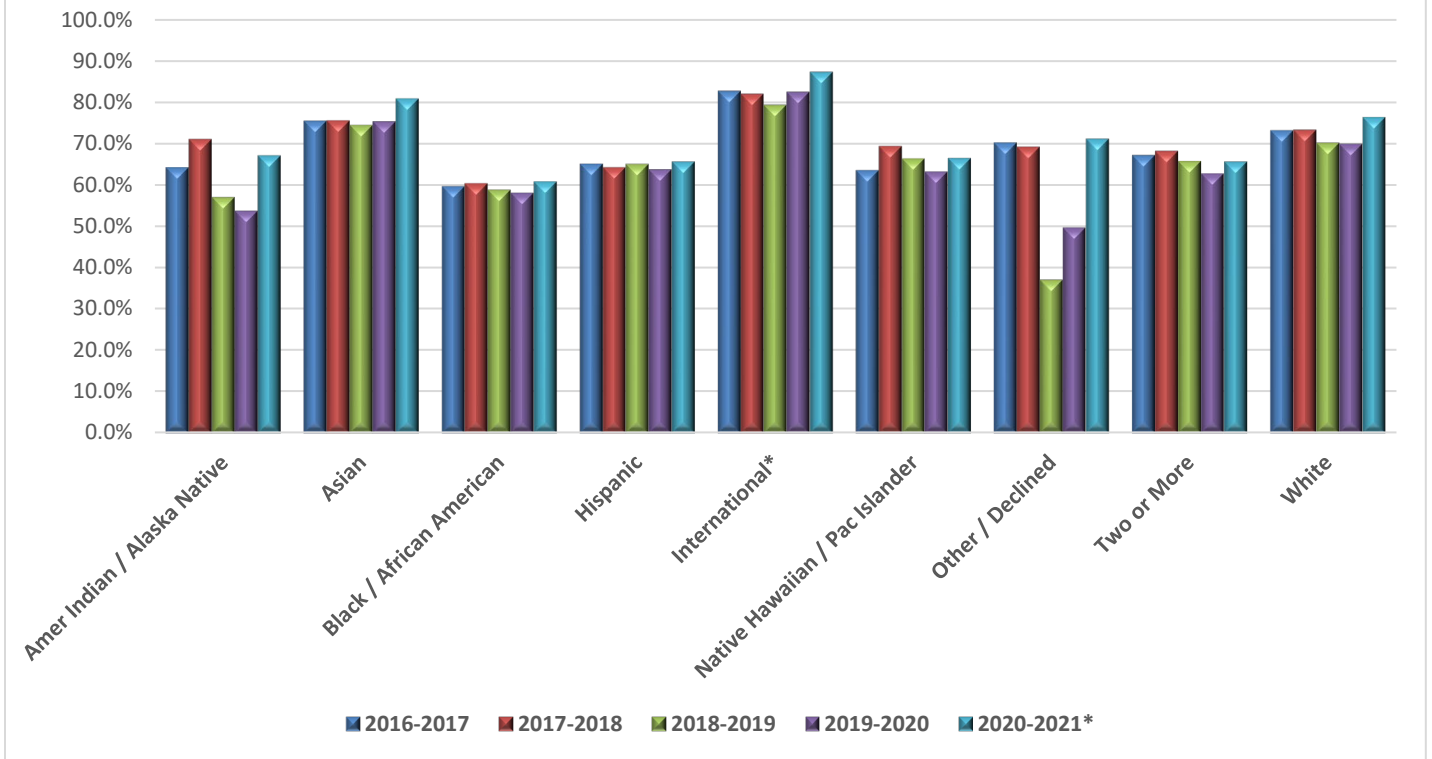
Source: MIS SX 2020-2021 excludes "EW" from numerator and denominator*

Course Success Rates
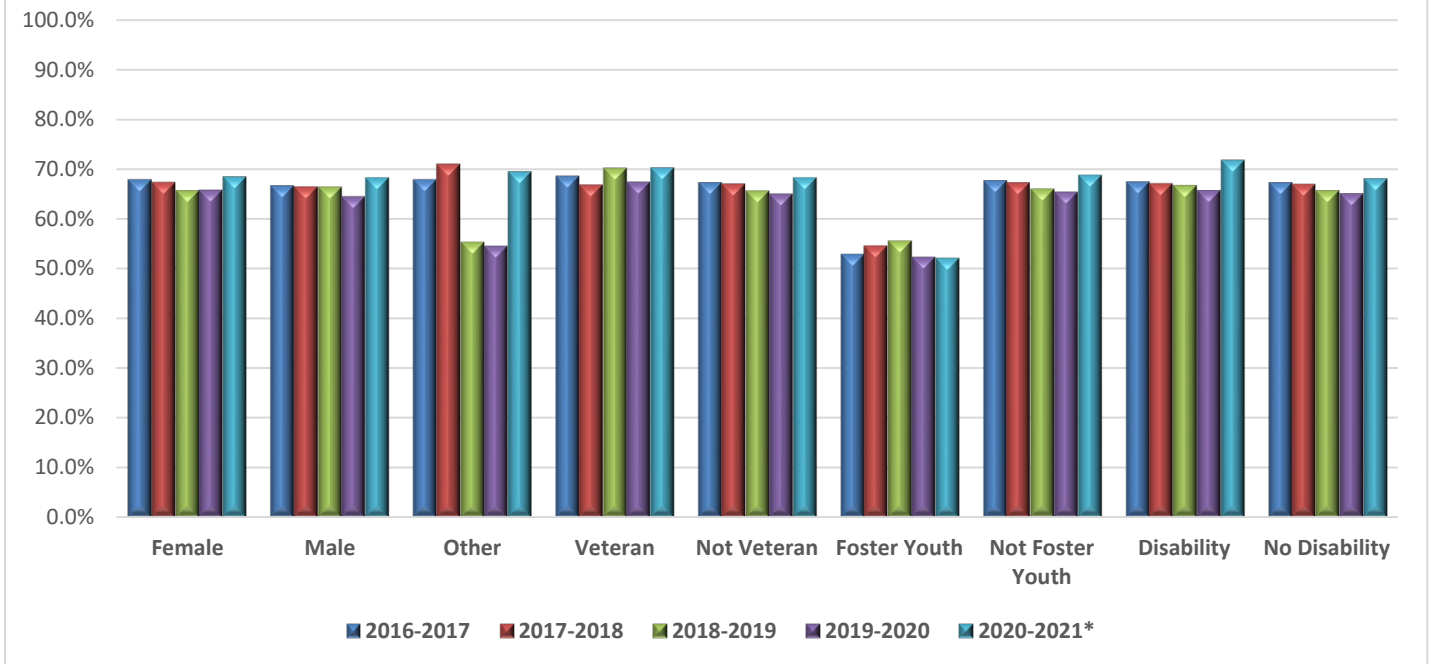
Source: MIS SX 2020-2021 excludes "EW" from numerator and denominator*

2.7 Ensure number of units for degrees does not exceed 15% above required number of units.

The Key Performance Indicator for this metric had a baseline year of 2016-2017. For RCC students who were awarded a degree that year and earned at least 60 units at RCCD, the AVERAGE number of units earned was 95. The State's *Vision for Success* goal is an average unit load of 79. As you can see from the table below, there has been significant improvement in the average units earned for degree-earners. RCC's metric for 2020-2021 is 79.5 average units. The drop in the number of units can possibly be attributed to the reduced enrollment in below transfer level English and Math. Additionally, the development and wide-spread use of Program Maps and EduNav are contributing to students having a better understanding of program requirements and recommended course-taking patterns.

Average Units	2019-2020	2020-2021*	2021-2022*	2022-2023*	2023-2024*	2024-2025*
Completed by Associate	81.7	79.5	*79*	*79*	*79*	*79*

Projected Values.
Source: MIS SP and ST

2.8 For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level.

For many of the Key Performance Indicators above, the Proportionality indices were also shared. While progress continues to be made, the college is focused on intentionally adopting strategies to close **Student Equity** gaps.

College Goal 3: Institutional Effectiveness

3.1 Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans and processes.
AND
3.2 Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data.

2020-2021's Program Review and Planning Process (PRaP) was an update to the 2019-2020 comprehensive review year. Beginning in 2019-2020, the Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ-LC) assumed leadership of the overall prioritization process evaluation. Riverside's Program Review Committee revised their charge to more closely align with the college's Assessment Committee. The Program Review Committee is focusing on supporting program review completion at the discipline and department levels.

The Fall 2021 prioritization process has been evaluated and as with prior years' processes, changes will be made going forward. Additionally, the Program Review Committee facilitated a retreat January 28th, 2022 designed to increase the capacity of the Program Review Committee and support Department Chairs in the completion of their Program Reviews.

RCC's Leadership Councils continue working to monitor, evaluate, and assess processes and policies. **Guided Pathways** continues to be a focus of the college.

RCC's Office of Institutional Effectiveness has created a page to post reports including student voice surveys RCC Institutional Effectiveness. This website is encouraging additional access and transparency and also highlights some of the college's efforts to improve student success.

3.3 In order to maintain funding, and to meet the needs of students, attain a college-level efficiency average of 595 (WSCH/FTEF) by providing disciplines with their specific efficiency targets and the tools to meet those.

RCC's historical FTES, FTEF, WSCH, and WSCH/FTEF ratio are below.

RCC Division	2017-2018	2018-2019	2019-2020	2020-2021
Counseling				
Total FTES	152.7	164.2	193.4	190.3
Total FTEF	11.9	12.5	15.5	13.2
Total WSCH	4,888.8	5,257.8	6,189.9	6,092.8
WSCH/FTEF	411.9	419.5	398.4	462.2
Career & Technical Education				
Total FTES	3,024.1	3,176.0	3,243.4	2,664.4
Total FTEF	203.1	216.9	219.5	198.2
Total WSCH	96,820.6	101,685.7	103,853.3	85,318.0
WSCH/FTEF	476.8	468.8	473.2	430.4
Fine & Performing Arts				
Total FTES	1,859.8	1,951.6	2,128.8	1,525.9
Total FTEF	116.9	120.4	135.1	118.1
Total WSCH	59,540.4	62,471.3	68,152.1	48,851.7
WSCH/FTEF	509.3	518.8	504.4	413.7
Languages, Humanities, & Social Sciences				
Total FTES	5,790.1	5,928.2	6,028.1	5,788.4
Total FTEF	346.0	356.3	366.3	385.0
Total WSCH	185,347.5	189,764.3	192,962.0	185,313.6
WSCH/FTEF	535.7	532.6	526.8	481.4
STEM & Kinesiology				
Total FTES	5,371.8	5,308.7	4,866.6	4,527.5
Total FTEF	292.1	288.8	275.8	281.5
Total WSCH	171,983.6	169,956.4	155,800.2	144,942.5
WSCH/FTEF	588.8	588.5	565.0	515.0
Nursing				
Total FTES	753.3	816.6	795.6	746.0
Total FTEF	103.5	105.5	100.2	93.7
Total WSCH	24,115.8	26,143.6	25,470.0	23,881.6
WSCH/FTEF	233.1	247.8	254.1	254.9
College Wide				
Total FTES	**16,951.9**	**17,345.3**	**17,255.9**	**15,442.5**
Total FTEF	**1,073.4**	**1,100.5**	**1,112.4**	**1,089.6**
Total WSCH	**542,696.5**	**555,279.0**	**552,427.4**	**494,400.2**
WSCH/FTEF	**505.6**	**504.6**	**496.6**	**453.7**

Source: EMD as of January 24, 2022

3.4 Provide a framework and tools to recognize excellence and sharing and implementing of best practices across disciplines, departments and service areas to create an environment in which students, faculty, and staff feel supported and valued.

Professional Development

Given the ongoing challenges of providing both face-to-face and virtual services to colleagues and students, professional development focused on building both individual and group capacity. The professional development office organizes training opportunities into three categories: institutional learning, personal development, and technical skills. Activities throughout the last two years include:

Strengthening personal and professional networks through the Caring Connections workshop series. Each month, various college departments were given the spotlight to share basic information about the programs and services offered by the department. Additionally, department information on how the department provides

- virtual and in-person services,
- information regarding the best point of contact for students needing assistance, and
- the best point-of-contact for colleagues to connect with when assisting students.

This series is co-sponsored by Caring Campus and Classified Leadership and Success (CLAS).
Tiger Pride Values: Tradition & Innovation, Responsiveness, and Student Centeredness. Category: Institutional Learning

The Emotional Intelligence (EQ) Academy launched in the Fall 2021 semester has helped individuals develop a self-reflection practice. The goal is to help make EQ become an authentic and robust component of daily life and to learn tools to help strengthen and build relationships with others. The initial cohort is comprised of classified professionals, faculty, and managers and is an essential step in the work of becoming an equity-minded institution. Tiger Pride Values: Equity-mindedness, Growth and Continual Learning. Category: Personal Development

The Microsoft Training Series introduced the various Microsoft applications available on the District's single sign-on and provided learning on the multiple tools available to enhance collaboration efforts in the remote environment. Additional workshops and one-on-one training opportunities on applications such as Adobe Sign, Concur, and various operational processes and procedures are ongoing. Tiger Pride Values: Tradition and Innovation, Growth and Continual Learning, and Responsiveness. Category: Technical Skills

Faculty Development

For the past two years, Faculty Development has worked collaboratively across different areas of the college to execute Flex activities in an attempt to offer professional development sessions centered around equity and anti-racism. Additionally, FD also developed a plan that clearly aligns its priorities to the college's Strategic Plan goals, Guided Pathways work, Student Equity Plan, and Accreditation Standards.

We increased the membership on the FD Committee to mirror faculty representation on the leadership councils. In an effort to support the equity efforts at RCC and move toward action, we offered a variety of professional development activities each semester and brought speakers such as Lasana Hotep, Dr. Victor Rios, and Dr.

Regina Stanback Stroud. Likewise, FD collaborated with Student Equity to offer a community of practice that met monthly to read and discuss "We Want to do More than Survive" followed by a conversation with Dr. Bettina Love.

During 21-22, the Faculty Development Committee identified 3 priorities aimed at providing faculty with tools and resources they can utilize to improve instruction, address equity gaps and support students. Our goal is to establish a training Academy for Associate Faculty, revamp the FD website, and launch a Faculty Tool Kit in Canvas. Additionally, we are working to create a Community of Practice centered on Student Engagement this spring.

3.5 Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and development of strategies to help disciplines, departments and service areas meet equity goals.

As discussed in the first section of this report, in Fall 2021, RCC contracted with Hotep Consulting to perform an Equity Audit with students, classified professionals, faculty, and administrators Equity Audit Report and the National Assessment of Collegiate Campus Climate (NACCC) student survey was administered.

The college partnered with the National Equity Project (NEP) for training in Fall 2021 – the training included all Leadership Council co-chairs as well as other college leaders.

Data Coaching and Equity-Minded Teaching and Learning

RCC continues leading the District with their Data Coaching program. The program was developed in Spring 2020 with the first training and meetings in Fall 2020. Data coaches were selected to have broad coverage across the college and include faculty, classified professionals, and administrators. While many data coaching programs broadly focus on increasing data literacy and use throughout the college, our program is specifically home in on student equity-related data. The training sessions provide data coaches with resources to develop their skills so they can lead conversations surrounding student equity data, eventually linking the data to RCC-derived best practices designed to close **student equity** gaps.

RCC is developing an Equity-Minded Teaching and Learning Institute based on Cuyamaca College's established program. The Institute is a year-long professional development series for faculty focused on improving classroom culture and eliminating student equity gaps. Through the training sessions, participants will gain a better understanding of the history of race and racism, how to use disaggregated data to better understand their equity data stories, and implement culturally responsive classroom and curricular changes. The initial cohort will start in Fall 2022.

Integrated Student Success Teams

Student Success Teams were developed to provide holistic wrap-around services for students which includes support both in and out of the classroom and assists them with complete their academic goals in a timely manner.

Student Success Teams are comprised of faculty coordinators who organize and implement engagement activities within a given pathway and coordinate the work of the student success teams; educational advisors provide information and resource support to students; counselors teach and provide personal, academic, and

career advising; peer mentors provide outreach to their peers to motivate and encourage them to stay on path and impart useful tips on how to be a successful college student; faculty advisors provide industry expertise and course content support outside of the classroom for students within their pathway.

All the roles and functions of the Student Success Teams are essential in creating a sense of belonging for students on campus and by supporting students' success from the point of entry through completion.

3.6 Improve communication strategies internally by providing framework and tools to streamline and prioritize messaging, and with the communities we serve through robust marketing strategies.

The Office of Web and Communications is the first and official source of news and information about RCC. Our mission is to represent and promote the College and its faculty, students and programs to a variety of constituents, including employees, alumni, media, government officials, businesses, students, parents and other stakeholders. Our goal is to improve communication strategies internally providing framework and tools to streamline and prioritize messaging, and externally with the communities we serve through robust marketing strategies.

In October 2020 RCC launched a completely redesigned website designed for new and current students. The web team manages and monitors multiple web analytics to determine user behaviors, track digital media campaigns and more.

Over the past two years we have improved activity in social media, increased news announcements posted on the website, and developed the RCC Newsletter. The newsletter is sent to employees as well as a community email list which includes alumni, local leaders, parents, and donors. It is distributed monthly and includes announcements, recent news stories, information on college events and student and employee highlights.

We developed and launched robust marketing campaigns utilizing paid digital and organic media strategies across digital platforms. These strategies range from email marketing and text messaging to targeted students, and social media campaigns to select audiences marketing display advertisements. Campaigns also include outdoor advertising, direct mail, movie theater advertising, phone calls, and high school and community outreach.

College Goal 4: Resource Development and Allocation

4.1 Efficiently manage existing resources to support the ongoing academic and student support programs, and strategically develop external revenue sources to maximize the resources available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)

Grants and Academic Resource Development

Over the course of the last fiscal year, the Office of Grant Development & Administration (grants office) has grown the institutions capacity to efficiently manage existing and new grant resources through moving existing employees previously dedicated to overseeing single funding sources into the grants office, shifting their responsibilities (as well as source of salary support as necessary) allowing each Grant Administrative Specialist effectively manage a growing portfolio of grant funded project for which they provide direct financial

administrative support to the Project Directors.   Similar expanded support for fiscal management through increased staffing is occurring within Business Services to accommodate the growth in necessary post-award grant management.

The Grants Office continues to grow the amount of external, competitive funding secured by RCC, as well as expand the diversity of sources of those funds. During the FY 20-21, 23 proposals were submitted to competitive opportunities with more than half being selected for funding. This represented a 16% increase in the funding success rate from the prior fiscal year. Additionally, when examining the proportion of dollars requested in those proposals, over 85% of all monies requested were secured through new awards totaling $9.1 million—an increase of nearly $2 million over the prior year. Furthermore, in the early months of FY 21-22 RCC received notice of more than $8 million in new federal awards during the Fall term, and an additional $1.4 million in January of this year, with additional proposals still pending review and final decision. The vast majority of these dollars are from federal sources. (Note: The numbers here do not include any non-competitive categorical funding allocations such as SEA.)

4.2 Maintain a healthy and safe environment for students, faculty, and staff, by developing a process through which the college can be responsive to any health and safety recommendations.

RCC Facilities maintains a comprehensive work order system for any and all repairs and capital improvements taking place on the campus.   All projects categorized as "health and safety" receive the highest prioritization for implementation after review and confirmation of the issue submitted. RCC Facilities has also been proactive over the past two years with regard to dealing with the ongoing pandemic, using one-time funds to significantly improve the day-to-day infrastructure and operations of the campus. This work has included installing plexiglass where appropriate, updating all HVAC filters to a MERV-13 standard, installing social distancing markings where appropriate, as well as continuing to implement recommendations set forth by the CDC, Riverside County of Health, and the Riverside Community College District Safe Return Task Force.

RCC also continues to have an "open" Safety Working Group that meets monthly to all interested campus constituents and groups. This group is a platform for the campus community to bring forward any safety-related concerns that may be greater in scope than a simple work order repair. This working group is a sub-committee of the Physical Resources Committee and presents the notes from their meeting. Any issues not resolved in the Safety Working Group are discussed in the Physical Resources Committee and escalated to higher committees or strategic leadership councils if deemed necessary.

4.3 Refine the Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness to be implemented by Fall 2020, that is annually reviewed, assessed and updated.

The second phase of the BAM implementation consisted of the following items:

1. Simulation of Cost/FTES Impact - Assessing the exchange rate valuation for the costs/FTES by modeling mean versus median costs and determining median as the rate, due to program cost fluctuations and outliers in a given year.
2. Validation - Validating discipline cost per FTES data and testing for reasonableness and accuracy, such as ensuring proper coding of the disciplines, determining the correct course codes and adjusting, and realignment of cross-listed courses

3. Base Year - Using the most recent year's data for exchange rate was not conducive due to the timing of getting information to the colleges for planning purpose. Therefore, prior year data would be used for budget development.
4. Escalation Factor - The model uses prior year data and applies the changes in STRS, contract and COLA to get to the budget year cost/FTES. For example, FY 2020-21 final budget uses FY 2018-19 median cost over a 2 year period to derive the FY 2020-21 rate.
5. Entity Special Programs - The model allocates non-specific revenue and apportionment. Therefore, it was necessary to isolate and identify college specific revenue/expense related programs to exclude from the revenue allocation.
6. Beginning Balances - It was necessary to determine the beginning balances per entity in order to have a starting point.
7. Reserves - Determine the treatment of the 5% reserve. It was decided that it remain centralized at the District level.
8. Treatment of District Office - FY 2020-21 expenses related to the district office (excluding specific or special program costs) were distributed to the colleges based on budget year revenue ratio. Further discussions and decisions will be made in FY 2021- 22.

The third phase of the BAM implementation consisted of defining "unique" programs, determining the college programs belonging in the category, and the metrics for the unique category to be used to allocate resources. The DBAC suspended work on this phase to deal with COVID-19 pandemic related issues associated with return to face-to-face instruction but will begin again in early Fall 2021.

4.4 Revise and implement a strategic enrollment management plan that integrates student need, success and access goals with financial planning by Fall 2020, that is annually reviewed, assessed and updated.

RCC's Strategic Enrollment Management plan update has been delayed. However, RCC has committed to developing an updated Strategic Enrollment Management plan with a draft done in summer and finalized in Fall 2022. The chair of the Department Leadership Committee (DLC) is the faculty lead for the SEM development. Specific considerations for this updated SEM will include course delivery method, consideration for balanced course offerings across days and times, intentional outreach to non-traditional adult students, and specific consideration of equity.

4.5 Implement the Technology Plan to ensure relevant investment in state-of-the-art technologies to enhance data-informed decision making, programs, services, and operations that are annually reviewed, assessed and updated.

Technology is integral to the success of the college mission and is held to a high standard at Riverside City College (RCC). The Technology Plan has been established in support of the college vision "to maintain its status as a premier learning institution nationally recognized for excellence in education, innovation and service." The Technology Plan is maintained and updated by the Technology Resource Committee (TRC), an advisory committee that reports to the Resource Development and Administrative Services (RDAS) Leadership Council. The TRC includes a faculty chair, staff co-chair and voting membership including faculty, staff, management, and student government representatives in accordance with board policy and RCC operating procedures. The TRC reviews the Technology Plan annually and updates it regularly to meet the demands of educational excellence, innovation, and service.

In support of the Technology Plan, the 2021-2022 academic year saw the replacement of outdated student desktop and laptop computers with newer computers, and the provisioning of mobile computers and Wi-Fi hotspots for students to continue their classes online during the COVID-19 pandemic. This year also saw the implementation of a Mobile Computing Initiative with the goal of replacing employee primary-use desktop computers with mobile computers, which are more suitable for continuing operations regardless of location. Progress was also made this year on upgrading audio-visual technology in classrooms making them more conducive to hybrid on-campus/remote learning.

4.6 Revise and implement the HR Plan, by Fall 2020, with specific goals to recruit and hire diverse faculty and staff to support student success that is annually reviewed, assessed and updated.

Completed in spring 2021, the College's Human Resources plan outlines strategic staffing guidelines, policies and processes at Riverside City College. These guidelines address both long term position planning and also describe the interconnection to both the District's Administrative Policies (AP) and Board Policies (BP). The plan also addresses the college's strategic planning efforts and how they staffing (current, modified and new) aligns within that resource process. The plan also communicates Human Resources recruitment and replacement guiding principles for new hires (Faculty, Classified Professionals and Management), retirement replacements (Faculty, Classified Professionals and Management), and puts forth both industry and college standards for various classifications and groups. Finally, the Human Resources plan documents the college's ongoing commitment to Professional Development including Faculty Professional Development, Classified Professionals and Management Professional Development and the embedded commitment to equity which is the foundation for all recruitment at the college.

4.7 Provide annual Facilities Plan updates and fully integrate the Total Cost of Ownership principles for existing and future design of facilities.

The total cost of ownership model is still being developed by RCCD. Originally, RCCD hoped to duplicate at TCO's that were created at RCC in 2016, however with new leadership within Facilities Planning at the District, a new vision for TCO's has been in the planning stages for the last two years. Recently a firm has been hired to bring this initiative forward. DLR Architects have been tasked with developing a TCO as part of a district-wide sustainability plan. DLR has met with RCC Facilities on multiple occasions to obtain information that is critical to developing a successful plan. RCC Facilities is also currently working on hiring a consultant to perform a custodial assessment which will be incredibly useful when determining a TCO for a building.

College Goal 5: Community Engagement

5.1 Enhance and maintain partnerships with the community's K-12 districts, universities, and other regional partners by actively participating in collaborative groups to increase equitable student success and completion at all levels.

RCC's leadership continues to work with our community partners supporting student success throughout our region. This includes intentional partnership in high schools with dual enrollment courses, outreach to middle schools and high schools, and partnering with our local universities supporting student transfer opportunities.

Additionally, RCC works with Growing Inland Achievement (GIA) supporting region-wide Guided Pathways initiatives. Many of the college's CTE programs have strong connections with local business providing students direct pathways to living-wage careers. Continuing these important relationships will help the college increase completion rates and support our students in their educational and career goals.

5.2 Expand work with local businesses and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to living wage employment opportunities.

While graduates are able to seamlessly transition into the workforce in a variety of career fields, the RCC CTE division aims to enhance students' ability to acquire opportunities which consistently move the needle upward toward career sustainability and economic mobility. Within the CTE programs at RCC, our top middle-skill occupations are in Business Information Systems and Technology including Accounting, Auditing Clerks, Computer Network Specialists, Computer Programming, Cyber Security, and our Welding program (Structural Iron and Steel workers). Furthermore, we have HVAC/Air Conditioning and Refrigeration, Automotive Technology and Auto Body Technology, Culinary Arts, Cosmetology, Education and Teacher Preparation, Film and Television Production, Commercial Photography, and Paralegal Studies.

For these CTE programs, our focus has been to increase students employed in their field of study, and to ensure social and economic mobility.   Each CTE program holds advisory committee meetings with industry partners and employment associates that guide the curriculum in the programs that lead to necessary skills and living wage employment opportunities. The input received directly from these stakeholders translates to the employers we connect with. We work with local businesses and CTE advisory groups and set up class visits, coaching sessions, gathering documenting student interest and information, student meetings, and career development.

Additionally, cooperative work experiences, pre-apprenticeships, and apprenticeship programs have been established in to help students acquire the necessary skills that lead to living wage employment opportunities.

We have a team of professionals that include our Employment Specialist, Apprenticeship Director, Education Advisors, Faculty, and networking consultant agency to work within our community employers to help students obtain jobs in their fields of study.   CTE will continue to look for and provide programs and services that are responsive to and enrich the community.

5.3 Continue providing programs and services that are responsive to and enrich the community.

Despite the challenges of the pandemic, the college has continued to work in this area. Most recently, the college was awarded substantial grants with College Fellows (also entitled College Corp), and California Youth Leadership Academy to provide opportunities for our students to gain experience, employment and incentives with local community based organizations.

Additionally, the President has established a President's Advisory Board with community leaders to gather valuable feedback to support moving the college forward while meeting community needs.

5.4 Collaborate with the RCCD Foundation

RCC continues to work with the RCCD Foundation to identify opportunities to support our students and engage our alumni. In 2021, the college realized and exceeded the President's Fund for Excellence targets through a successful virtual RCC Giving Week campaign. All proceeds raised during Giving Week support the President's

Fund for Excellence which enables continued support for first generation college students, Veterans, current and former foster youth, equity programs and special programs.

Conclusions

Over the last 2 years, the college has struggled to meet many of their KPI's. However, the college is successfully navigating the constantly changing environments and continues to focus on equity-based student success.
For additional questions and metrics, please contact the Office of Institutional Effectiveness.