THE DATA DISPATCH
Continually Cultivating Curiosity

Guided Pathways Retreat Takeaways

At the May 3rd Guided Pathways retreat, the District Institutional Effectiveness Office shared a comprehensive analysis from research conducted across all three colleges:

1. **Moreno Valley**: The attrition and academic probation surveys provided insights revealing the personal and work challenges students experience that affect their college persistence.
2. **Riverside City College**: RCC's *Voice of the Student,* focused on student perspectives.
3. **Norco College**: The Qualitative Student Equity Study added depth and nuance. It wasn't just about numbers; it was about student stories.
4. **District Office**: The stop-out survey and dashboard illustrated students who departed and the main reasons for leaving. Recurring themes included:
   - Financial and Work Logistics: Life's practicalities coupled with academic demands became overwhelming challenges for many.
   - African-American student departure rates stood out. A sense of belonging was lacking.
   - Latinx/Hispanic Students: Simultaneously balancing school and work was very common.

Overall, students of color indicated being highly affected by financial and personal challenges.
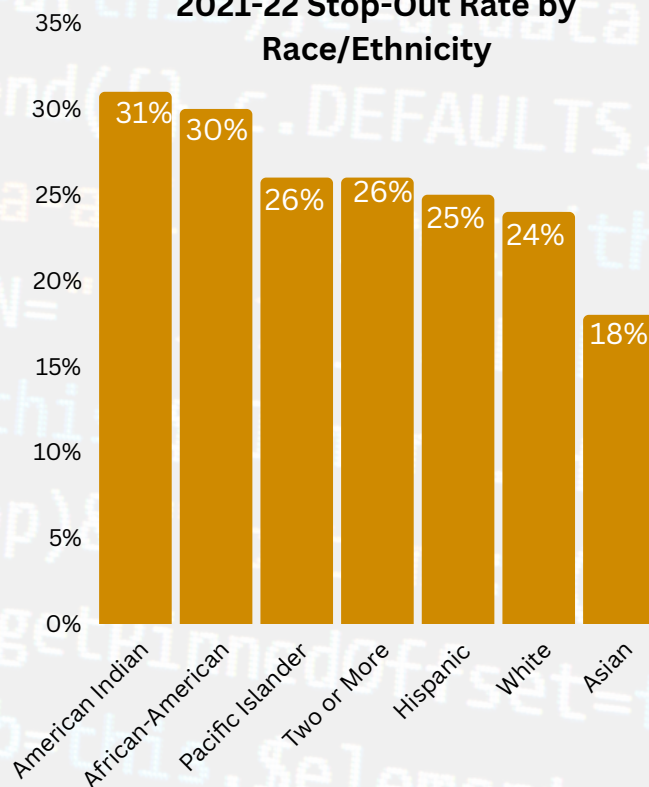
Key Takeaways

Work and financial responsibilities were themes across reports for why students stop out.

Personal responsibilities were also themes across research for why students stop out.

A sense of belonging is important for students to retain and persist.

Communication of expectations and practices via accessible online avenues.

2021-22 Stop-Out Rate by Race/Ethnicity

Race/Ethnicity	Stop-Out Rate
American Indian	31%
African-American	30%
Pacific Islander	26%
Two or More	26%
Hispanic	25%
White	24%
Asian	18%

Public-Facing Dashboards Update

Summary

The District Institutional Effectiveness Office invites you to explore our public dashboards. Please take a moment to explore the wealth of public-facing data available on our website. These dashboards serve as tools, guiding users through student information, demographics, and academic success metrics. Here's what awaits:

1. Headcounts and Demographics: The newly refined headcount dashboard provides clarity. It shows headcount and demographic data, organized by term and year. Additionally, it offers a geographical 3D visual with the headcount mapped across zip codes.
2. Post-Pandemic Resurgence: During the 2022-23 academic year, over 47,000 students reclaimed their seats at the college bringing the headcounts and enrollments closer to pre-pandemic levels.

Beyond Headcounts: The dashboards are also available on the website and extend beyond mere headcounts, course success, program awards, and employee insights. Coming soon: Equity, Scorecard, and Guided Pathways. Take some time and have some fun exploring this site. You can also find a link to internal dashboards that have more detailed information about student success and other metrics.
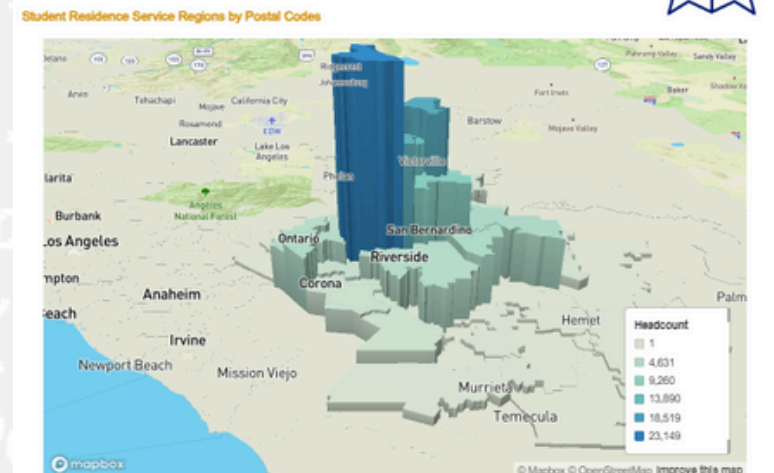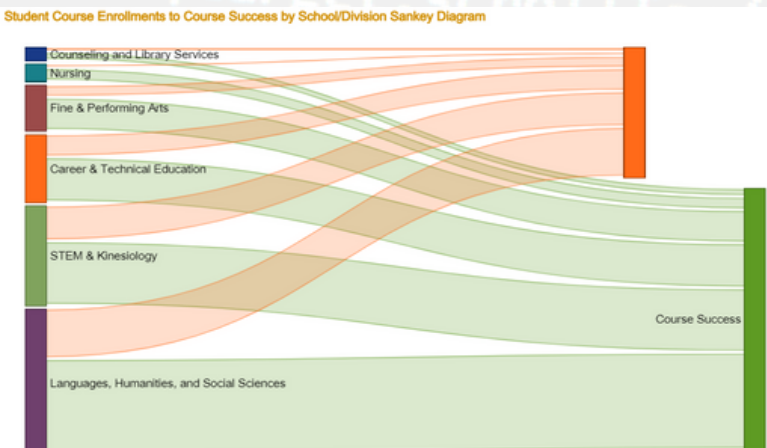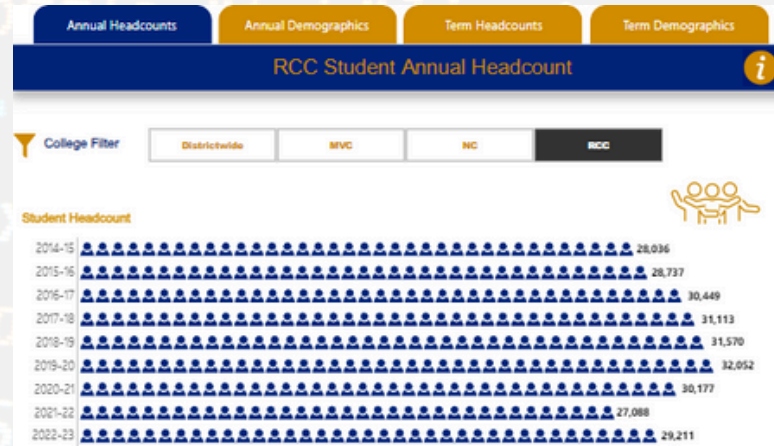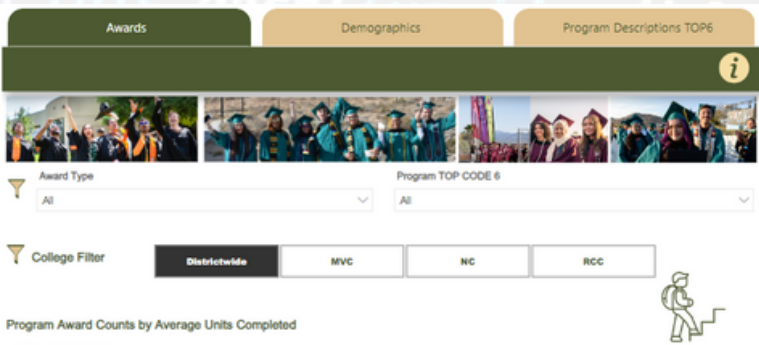
Use the tabs a the top of the dashboard for page navigation.

Click on the icons on the bottom right of the dashboards to share or enlarge your view.
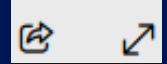
Institutional Research Summer Planning Retreat

On June 26th, the institutional research (IR/IE) offices met at the district office for a day of planning and fun. The goal of the retreat was to address issues and upcoming initiatives that affect the institutional research offices. The morning was filled with discussions of strategic plan goals and future planning models. Then, we split into three groups and competed in a scavenger hunt, solving puzzles and becoming more familiar with the district site.

The rest of the day was devoted to addressing issues by implementing the theory of change logic model. The model starts from the end by discussing what outcomes are wanted and then moves into the actions and deliverables that the outcome will require to complete. After discussing resources and obstacles, we compiled all of the information into the following goals, objectives, and actions. The goals below are under discussion and will be folded into work throughout the rest of the year.

Drafted Goals

AB1705: Follow and assess AB1705 innovative course.

Dashboard Audit: To audit the current dashboard inventory for archival and decommissioning by identifying, prioritizing, and tracking dashboard production.

Interoffice Collaboration: Enhance skills and abilities through interoffice collaboration to support training and professional development.

Anthology Integration: Follow and integrate anthology into IR practices.

Dataedo Rollout: Implement Dataedo by developing processes around data buildup including a data dictionary and metad data for metrics and metadata.

IR/Data Governance: Define and develop data metrics, sources, and utilization processes to align offices effectively.

VAR: Support Vision Aligned Reporting practices with data collection and analysis.

Training: Design and implement staffing processes,encompassing teleworking, optimal staffing, and on-boarding for IR offices.

Prioritize Research: Promote research that captures student narratives through mixed methods rather than relying solely on quantitative data.

Data Dispatch Diaries

Data by the numbers is only as good as the choices they help people make to improve the lives of our students. Therefore, a persona story will be built off of the data used for that month's issue. This issue is focused on the Guided Pathways retreat. The data for that retreat included pathway FTEs, degree counts, stop-out data, and college research data. The following persona narrative uses prominent criteria from the data summarized in previous pages and does not specifically revolve around a single student.

Chris's Story
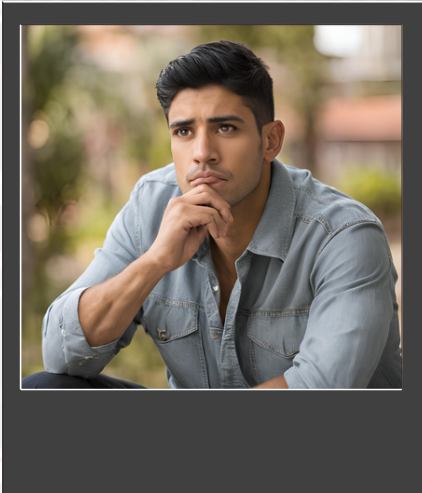
Chris is a first-year Business major. He has enrolled in 12 units of a transfer program at your community college directly after graduating high school. He has, however, been receiving pressure from family and work supervisors to leave college because he has an opportunity to make more money through his current employer. Since he is a dedicated employee, his supervisors want him to work full-time but the hours would conflict with most of the classes available. Several required courses for his program are available on-site but meet at times when he could work and earn more money.
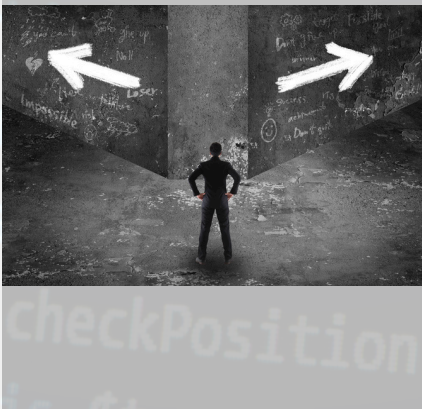
On top of that, his family has indicated a need for him to be available during the weekends to help with household duties including watching his younger siblings while his parents work. Because he is unable to spend much time on campus, he has not made many friends within his courses. He is half way through the term and he has been struggling to keep grades up for his classes. He has been falling behind with his school work and received a poor grade on his last midterm exam. He is leaning more towards exiting college since he hasn't felt completely comfortable on campus and has more opportunity in the short term from current employment.

Food for thought: Your Voice

1. What advice would you give Chris?
2. Are there resources or support available to Chris that could help him?

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