Guided Pathways and *Vision for Success* Cohort Tracking Power BI Dashboards

RCC RIVERSIDE CITY COLLEGE

As Riverside City College continues to intentionally design student experiences within the Guided Pathways framework, an important aspect of determining students progress includes identifying and reviewing metrics. RCC uses the state's Vision for Success metrics to monitor, evaluate, and assess students' and the college's progress and disaggregates the data as well in an effort to understand our progress not only overall but within different equity groups.

These quantitative metrics provide opportunities to focus intentional, equity-centered conversations. It is also important to include qualitative student feedback to better understand and improve student experiences.

Vision for Success Metrics

Metric's initial group (denominator) is a cohort. RCC's cohort is the group of first time freshmen starting during Fall or Spring term (or combined starting in a specific academic year).

Earnings

Employment

Success

Momentum

Learning Progress

Successful Enrollment

Leading Metrics
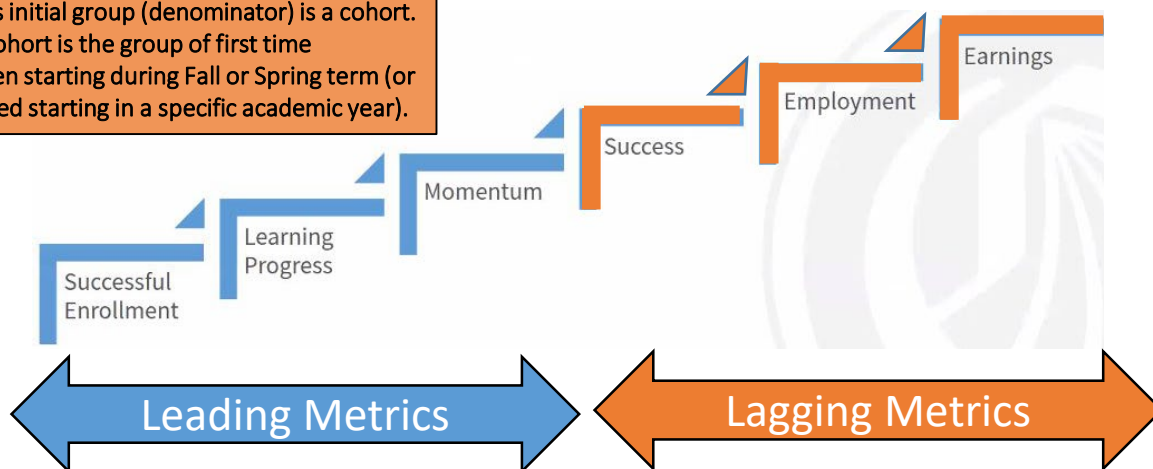
Lagging Metrics

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 – 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

Students in these cohorts are tracked over time. The cohort model gives us the ability to answer questions such as:
- For a cohort to cohort comparison, are students completing more quickly for the most recent cohorts? (Is the Guided Pathways Framework helping with time-to-completion?)
- Within a cohort, which pathways/schools are completing more quickly? (Is there something we can learn -- best practices we can share across pathways/schools?)
- Within a cohort, which pathways/schools students are attempting transfer level math / English more quickly? (Is there something we can learn -- best practices we can share across pathways/schools?)
- What is the difference in momentum metrics for students who are full time vs part time first semester? (Identifying best practices.)
- What are the different completion rates by student engagement categories? (Identifying best practices.)

ALL METRICS can by analyzed by race/ethnicity, gender, student group (e.g. athletes, UMOJA, Music, Honors, Promise, Pell recipient, Instructional Pathway, etc.)