

Copper Mountain College

Institutional Effectiveness Report 2016-17

August 2017



I. Introduction

Our mission is to provide educational opportunities for diverse desert communities and beyond through a comprehensive curriculum and support services that demonstrate a passion for the success of every individual student. Copper Mountain College offers high quality, affordable instruction that enables students to attain mastery in basic skills and career development, as well as building pathways to associate degrees, certificates, university transfer, and personal enrichment.

-Board of Trustee approved 5-12-16



To fulfill our mission, Copper Mountain College has established the following core values: mutual respect, ethical behavior, service, integrity, collaboration, accountability, and commitment. The core to our plan is the success of every individual student. Using our core values, the following report is utilized to help measure our institutional effectiveness.

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Superintendent/President, Jeff Cummings

II. Campus Update

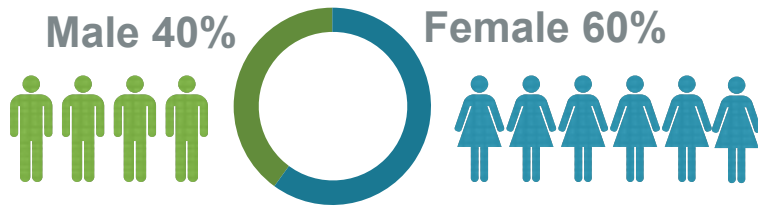
Last year was the beginning of our new Education Master Plan 2016-2021 at Copper Mountain College. The Institutional Effectiveness Partnership Initiative (IEPI) has included additional indicators that will be discussed in the coming academic year in more detail. Further, there has been a continued effort to integrate plans on campus. The coming year will see the integration of Student Success and Support Programs (SSSP), Equity, and Basic Skills Initiative (BSI) plans. Finally, Copper Mountain College (CMC) will be joining the Orange Empire Conference for Women's and Men's Basketball starting in Fall 2017. After over 1,000 votes from the community, CMC's mascot will be the Fighting Cacti.



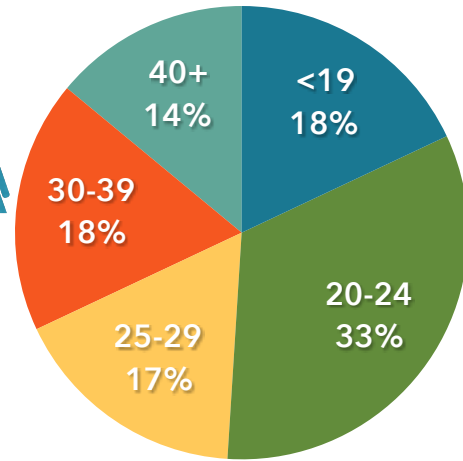
The following pages will explain our progress towards meeting institutional goals and areas of concern that will need to be addressed to ensure institutional effectiveness.

III. Campus Demographics 2016-17

By Gender

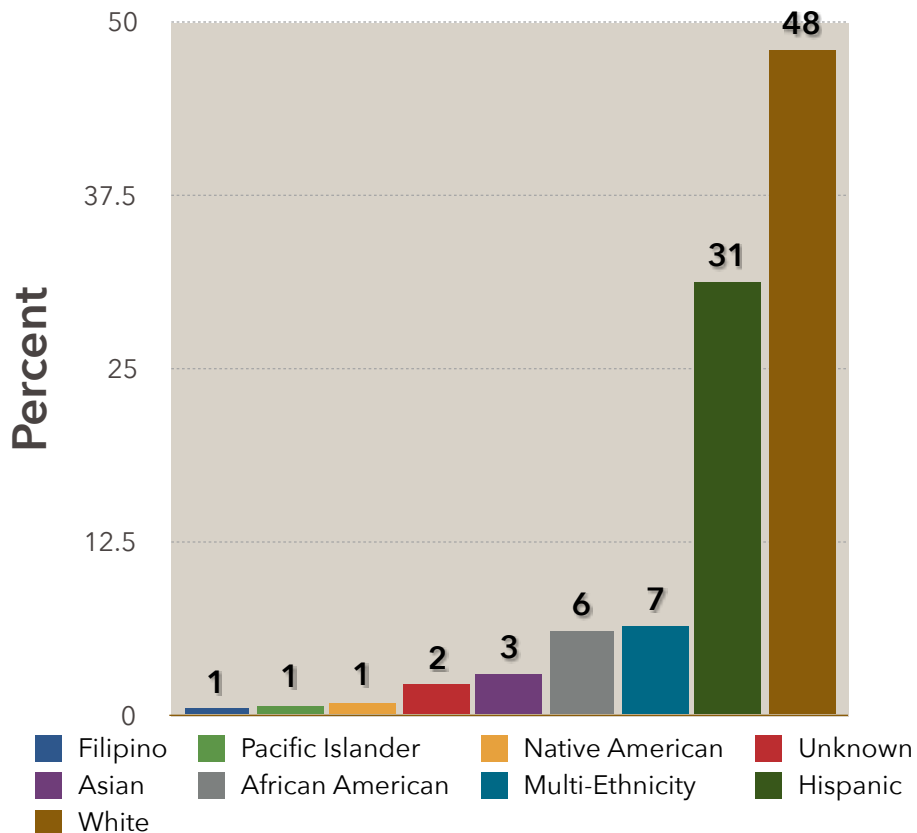


By Age



2,660 Students

By Ethnicity



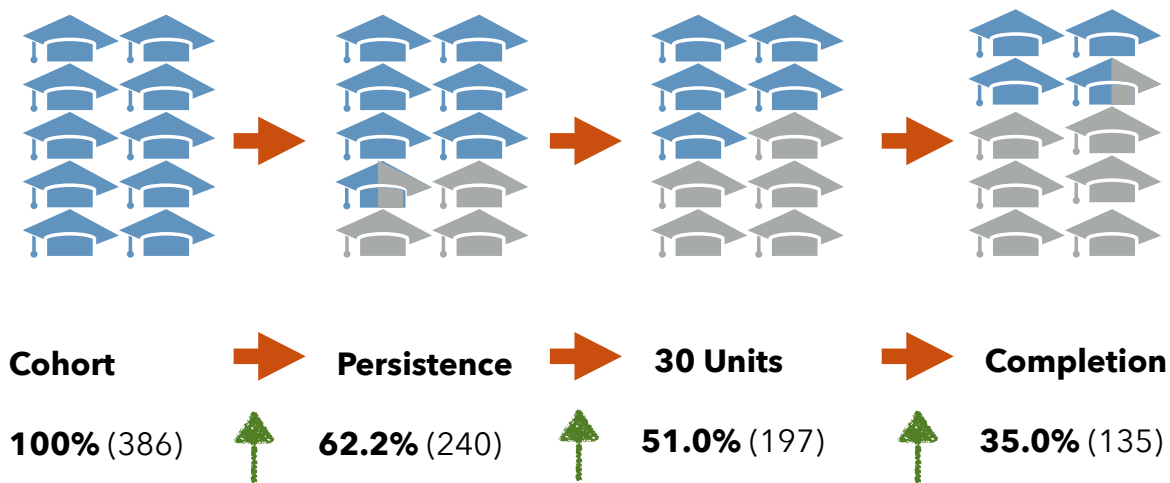
Source: Local MIS data. A student was counted if they received a grade in either a credit or non-credit course.

IV. Persistence, 30 Units, and Completion

Completion Target from Education Master Plan 2016-2021

- The institution set a target of 35.4% in 2016 for completion, and by 2021 the institution set a target of 45.4%. We are on our way to reaching our goal of 45.4% in six years. Given completion is updated annually and for the previous five years at the Chancellor's Office, this could lead to increases and decreases of rates in previous reports. Copper Mountain College should consider further developing locally determined student success indicators, since completion is more abstract and dynamic. We will continue discussion around goal setting for these targets.

Persistence, 30 Units, and Completion for 2017



Who is tracked?

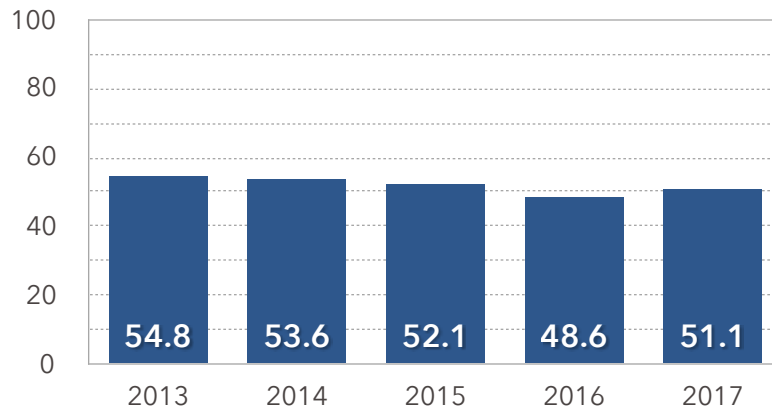
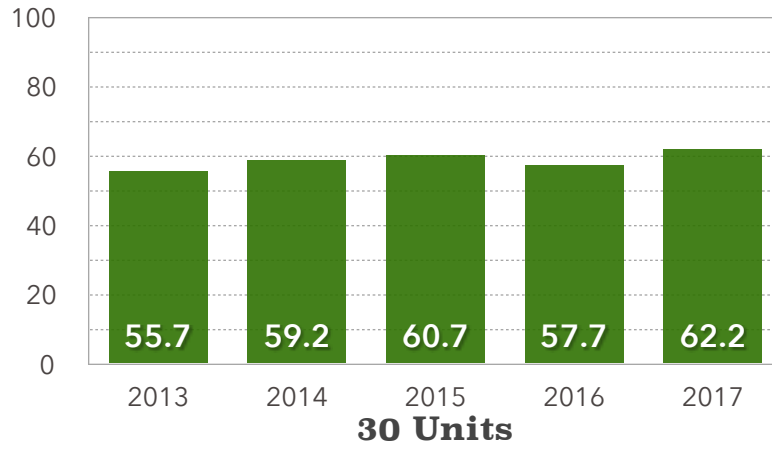
- First-time students checked CCC-wide
- Attempted any Math or English in first three years
- Earned six units in first three years
- Started in 2010-11

Each outcome is a momentum point in the cohort

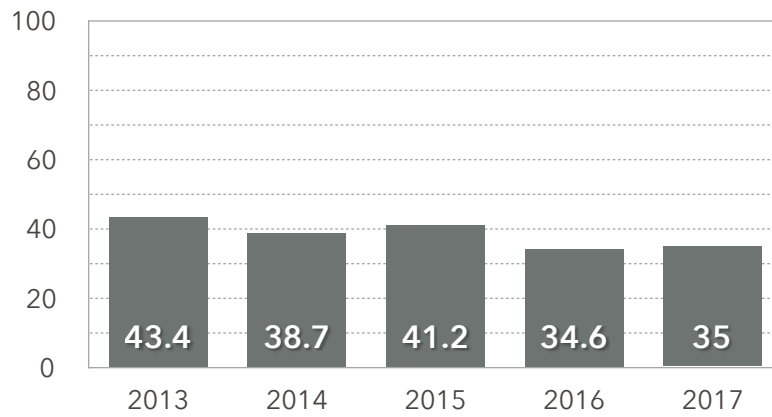
- Persistence - % of students in cohort that enroll in first three consecutive semesters.
- 30 Units - % of students in cohort that earned 30 Units.
- Completion - % of students in cohort that completed an AA, State Certificate, Transferred, or Transferred Prepared (60 UC/CSU transferable)

Historical Data

Persistence Rate



Completion



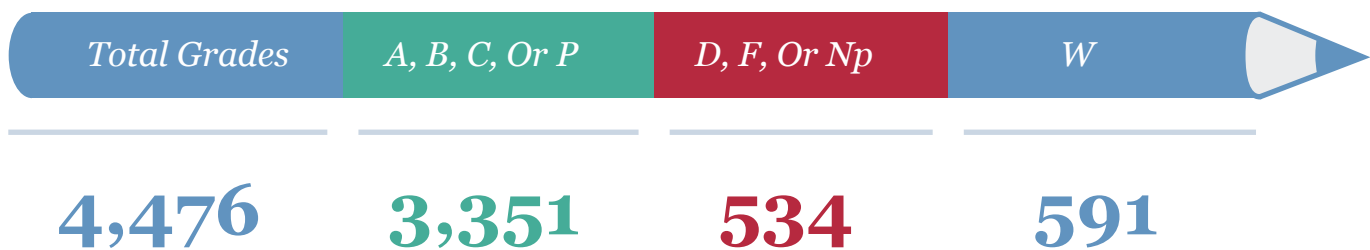
Source: Chancellor's Office DataMart.

V. Credit Course Success (Completion) and Retention Rate

The Success and Retention Rates can be looked at as indicators to improve Persistence, 30 Units, and Completion. If students are successful and retained in credit courses, they will have a better chance of persisting and completing their educational goals. We have exceeded both our short-term and long-term goal of 70.6% and 71.6%, respectively. This trend has continued for two consecutive years. Our Fall 2016 rate was 74.9%.



Credit Course Success and Retention Rate for Fall 2016



Success Rate

$$3,351 / 4,476 = 74.9\%$$

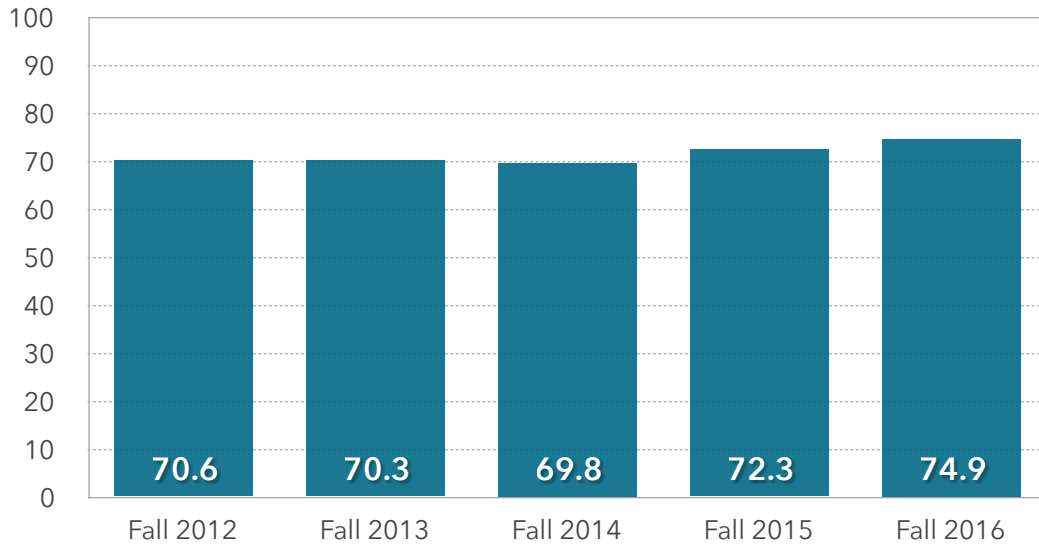
Retention Rate

$$(3,351 + 534) / 4,476 = 86.8\%$$

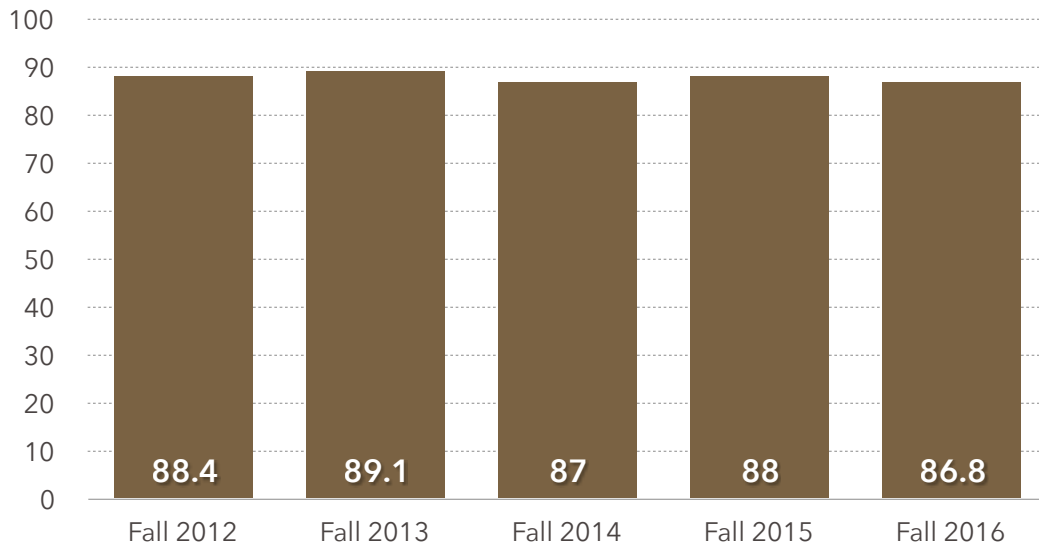
Courses included in calculation are credit and degree applicable.

Historical Data

Credit Course Success Rate



Credit Course Retention Rate



Source: local MIS data. Data will differ from Chancellor's Office, since the Chancellor's Office is a one time upload and used in the past. This is the first year moving to local MIS data. Data included in calculation was credit and degree applicable grades.

* Our retention rate decreased. This may be the result of a change in policy allowing instructors to drop students.

VI. Basic Skills Math and English

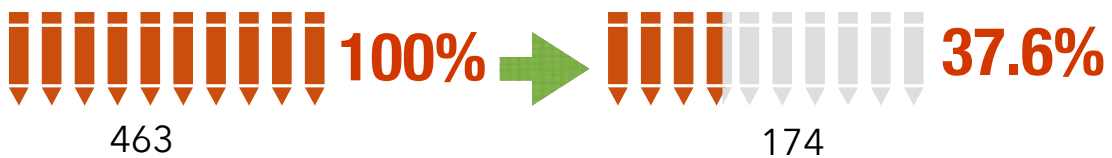
Basic Skills Targets from Education Master Plan 2016-2021

- We have not met our target in this area. Additional indicators can be explored such as the time to complete a transfer level Math or English course, in the first or second year.
- The Basic Skills Math target is 51% by 2021 and increased by 2.9% from last year.
- The Basic Skills English target is 58.4% by 2021 and increased by 2.9% from last year.

Basic Skills Math for 2017



Basic Skills English for 2017

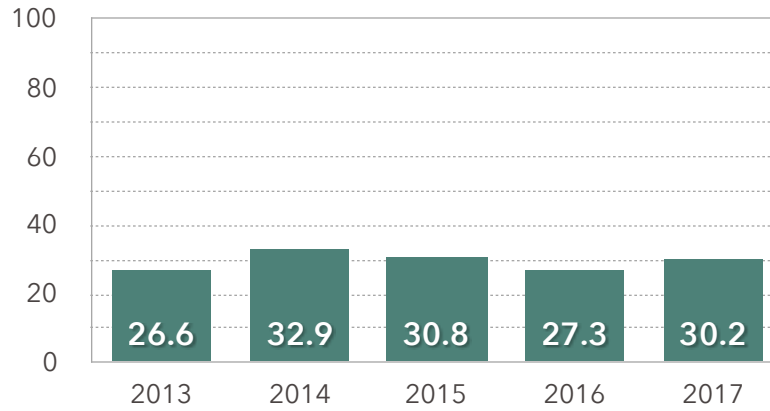


Who is tracked?

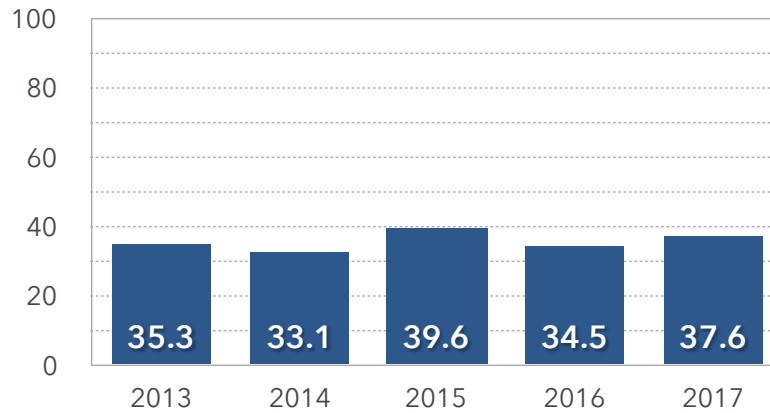
- A student is put into the cohort during the year of their first attempt in below transfer-level Math or English.
- A student is tracked for six years.
- An outcome is that a student successfully completes a college-level course in Math or English.

Historical Data

Basic Skills Math Completion



Basic Skills English Completion



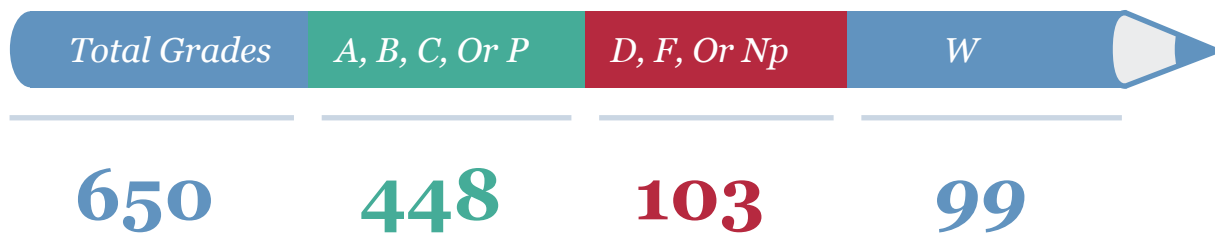
Source: Chancellor's Office DataMart.

VII. Basic Skills Course Success (Completion) and Retention Rate

Basic Skills Success and Retention Rate can be looked at as indicators to improve completion. If students are successful and retained in basic skills courses, they will be able to reach college-level courses and complete their educational goals.



Basic Skills Course Success and Retention Rate for Fall 2016



Success Rate

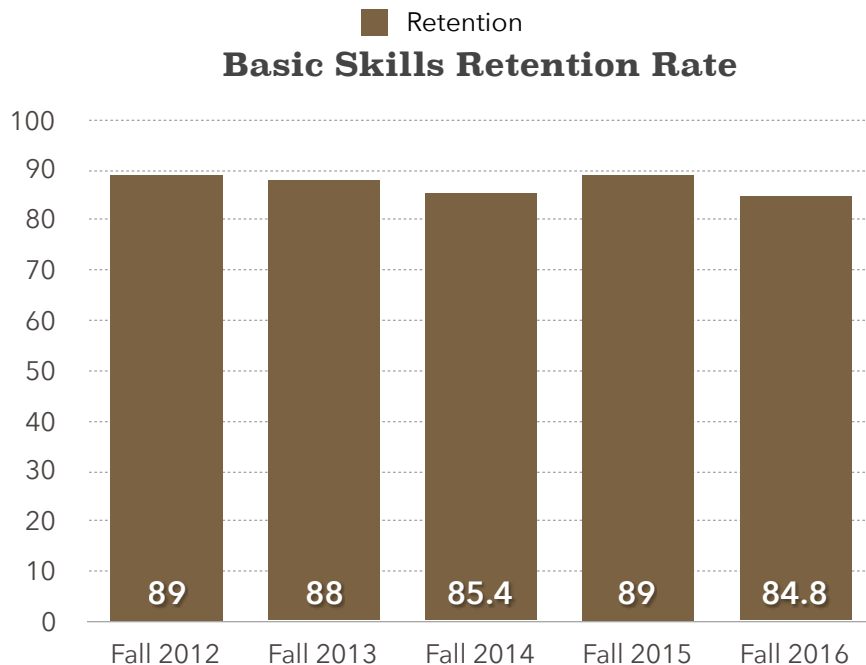
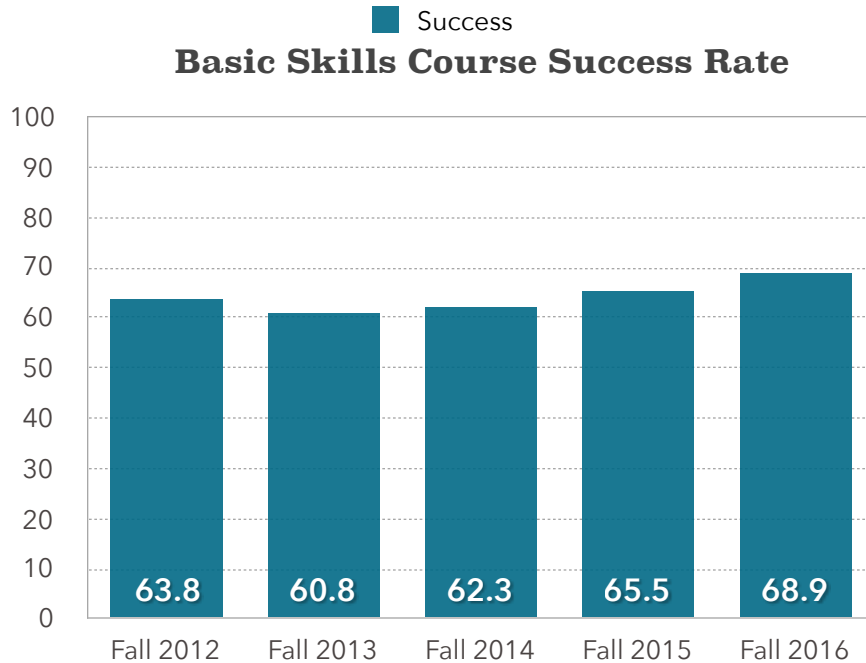
$$448 / 650 = 68.9\%$$

Retention Rate

$$(448 + 103) / 650 = 84.8\%$$

Courses included Eng-50, Eng-51, Rdg-50, Rdg-51, Rdg-55, Math-50, and Math-57.

Historical Data



Source: Local MIS data. This data will differ from Chancellor's Office, since the Chancellor's Office is a one time upload and used in the past. This is the first year moving to local MIS data. For Fall 2012, Math-97 and Math-98 were excluded for consistent comparisons.

* Our retention rate decreased. This could be from a change in policy allowing instructors to drop students resulting in a W.

VIII. Highlights and Review

A. Progress towards meeting our targets:

The new Education Master Plan 2016-21 was introduced last year. The institution made great progress towards meeting its goals and aligning resources. The following table shows the progress towards meeting our student success indicators, which outlines one of our strategic goals at Copper Mountain College.

B. Review of annual goals 2016-17:

Standards and targets	6- year target (2021)	1 - year target (2017)	Standard	Current (2017) Rate
Completion Rate				
College-Prepared	54.7%	44.7%	34.7%	50.0%
Unprepared for College	42.8%	32.8%	22.8%	32.5%
Overall	45.4%	35.4%	25.4%	35.0%
Remedial Rate				
Math	51%	41%	25.4%	30.2%
English	58.4%	48.4%	31.5%	37.6%
Career Technical Education Rate	96.6%	76.6%	44.2%	63.3%
Successful credit course completion (Previous Fall)	71.6%	70.6%	68%	74.9%
Total Awards	332	294	159	332*
Completion of degrees	237	209	138	244*
Completion of certificates	95	85	21	88*
Number of students who transfer to 4-year institutions	120	102	73	104*

*Standards are measurements that the institution shall never fall below. Targets are measurements that the institution aspires to achieve in either one or six years(s).

* Academic Year
2015-16
(most up-to-date)

The following table shows a review of our annual goals for the academic year 2016-17.

Annual Goal 2016-17	Details
1. Clearly define data utilization process.	Work has been completed with departments to better organize data reports. Completed. Launch Summer 2017. This work will continue with additional departments.
2. Improve and clarify communication across campus.	Multiple strategies are in place this year. Building a handbook to help explain decision making at CMC is in progress with completion and finalization anticipated All Staff Day Fall 2017.
3. Define established partnerships.	Little progress has been made toward completing this goal.
4. Establish strategic initiative goal for staff development plan.	Expected completion date is Spring 2018.
5. Continue progress towards meeting all student success indicators.	Updated in Institutional Effectiveness Report that is completed annually. Significant progress has been made shown in this document.
6. Explore and/or set locally determined standards and targets.	Discussions regarding 100% Student Success is occurring. IEPI has new indicators, that are not required. These additional indicators will be explored in Academic Year 2017-18.

Annual Goal 2016-17**Details**

7. Implement 2016-21 Technology Plan.	This is completed. Prioritization at College Council.
8. Establish a clearing house to integrate all campus-wide committees and plans.	Progress mapping Education Master Plan to efforts on campus continues to improve. The plan integration of BSI, Equity, and SSSP is expected to be completed by December 2018.
9. Develop and Implement a Strategic Enrollment Management Process.	Work has begun. A draft schedule to work with faculty and staff will continue the process of incorporating data-informed decision-making into scheduling. Progress will continue with collegial consultation through Academic Year 2017-18.
10. Refine Program Review / SLOs / AUOs Process and Assessment.	This is completed. Finished a timeline guide and redefined the process. This work will continue with Institutional Effectiveness Committee on an annual basis.
11. Establish Men's and Women's Extracurricular Basketball Program.	This is completed. Basketball will start in Fall 2017.
12. Complete Facilities Master Plan.	Work is ongoing through committee. Completion is expected in Academic Year 2017-18.

C. Survey Results Overview:

Overall, both the student and faculty/staff surveys were positive. This process substantiates the excellence of faculty and staff at Copper Mountain College. The responses to every question will be provided with the program review data to start the next cycle. For example, 83% (2% increase) of students agreed with the statement, "I am satisfied with my academic experience at Copper Mountain College." In addition 87% (5% increase) of students agreed with the statement, "Overall, classes at CMC are well organized and worth attending." One of the biggest increases came from the employee survey statement "CMC excels in the retention of students." Last year the percent that agree was 33%, which increased to 52% this year. This process demonstrates the support towards Student Success. We will continue monitoring this question until it is at a satisfactory level. Survey results are used to inform priorities and goal setting in our cycle of continuous quality improvement.

From the employees' perspective, areas for improvement are recruitment of students and clarity in decision making from Administration. From the students' perspective, one area that could be improved is activities on campus.

Students:

-54% (increase of 2%) of students agreed, "I am satisfied with the availability of extracurricular activities available at CMC."

-52% (increase of 2%) of students agreed, "I am satisfied with the availability of campus cultural events."

-53% (increase of 3%) of students agreed, "I am satisfied with the availability of recreational opportunities on campus."

Employees:

-52% (increase of 19%) of employees agreed, "CMC excels in the retention of students."

-53% (increase of 11%) of employees agreed, "CMC excels in the recruitment of students."

-52% (increase of 4%) of employees agreed, "The Administration supports and uses a decision-making process that involves the persons who will be affected."

D. Final Thoughts:

Overall, the campus is working toward meeting its Student Success Targets. Our Credit Course Success rate continues to move in the positive direction. Looking into the past beyond five years, our rate was consistently between 68-70%. For the last two years, we have increased this rate to 72.3% last year to 74.9% for the current year. This is an indication of ongoing success at Copper Mountain College. Furthermore, we have seen increases in Persistence, as defined by the Chancellor's Office, and this rate is on an upward trend as well. This indicator points towards 30-units and Completion. An area to focus on is our Basic Skills English and Math Completion rates. As noted in previous sections, the rates have been relatively flat over the last five years. The institution will need to continue researching and planning around these rates. The good news is the Basic Skills Course Success rate has been increasing over the last two years. This increase should lead to growth in the Basic Skills Math and English rates. Finally, efforts around campus towards Basic Skills should not go unnoticed. A surge in these efforts will help with the overall rates in starting below transfer in English or Math and successfully completing a transfer level course in English or Math.