

Copper Mountain College

Institutional Effectiveness Report 2017-18

July 2018



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. Our core commitment to the plan is the success of every individual student. Using our core values, the following report is utilized to help measure our institutional effectiveness.

- Superintendent/President, Jeff Cummings

II. Campus Update

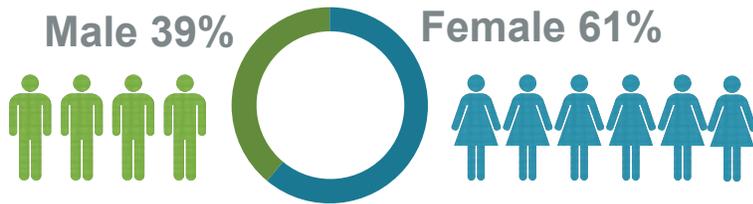
Copper Mountain College (CMC) has now completed the second year of our Education Master Plan 2016-21. Over the last two years, there has been new initiatives at the Chancellor's Office such as multiple measures placement, reduction of remedial courses, and Guided Pathways. CMC has been able to incorporate these initiatives into its planning and looks forward to continued implementation of additional student success initiatives. In the coming year, CMC will see incorporation of these initiatives and completion of the Institutional Self-Evaluation Report (ISER) along with the upcoming visit from the Accrediting Commission for Community and Junior Colleges (ACCJC).



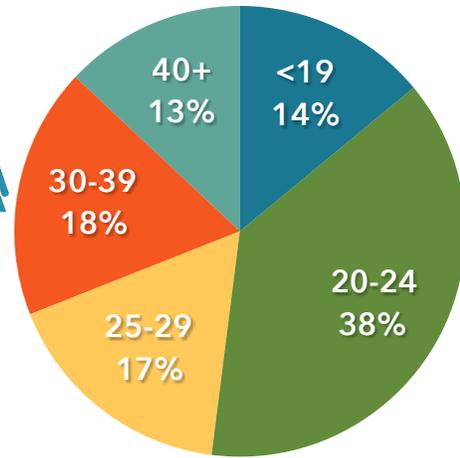
The following pages will explain our progress towards meeting institutional goals and areas of concern that will be addressed to ensure institutional effectiveness.

III. Campus Demographics 2017-18

By Gender

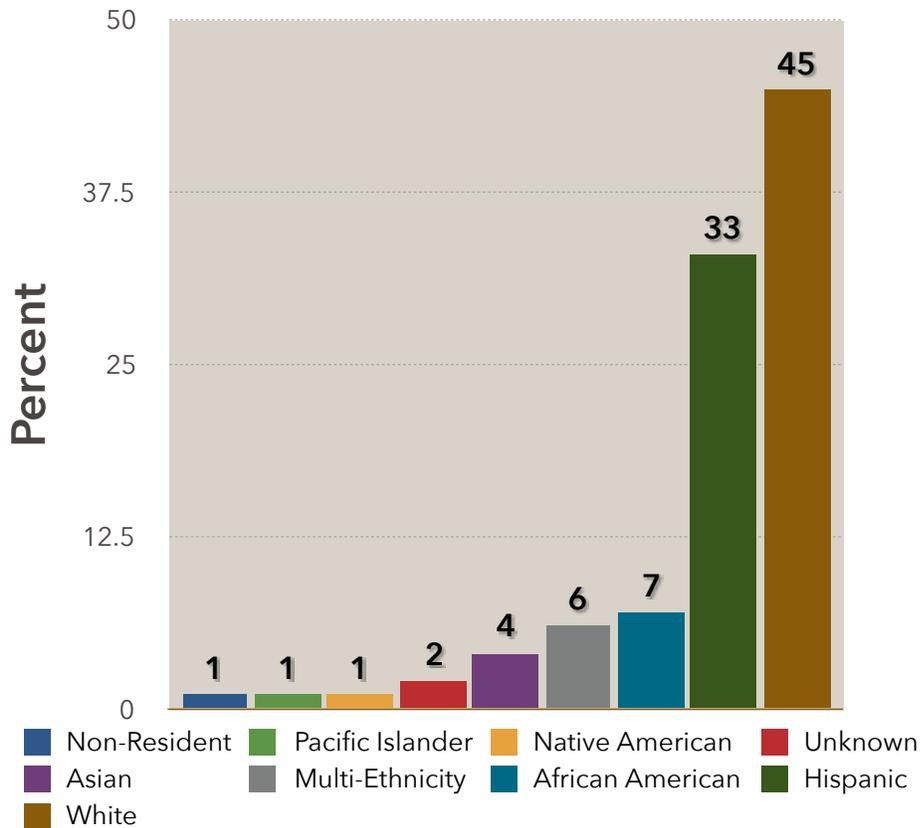


By Age



2,821 Students

By Ethnicity



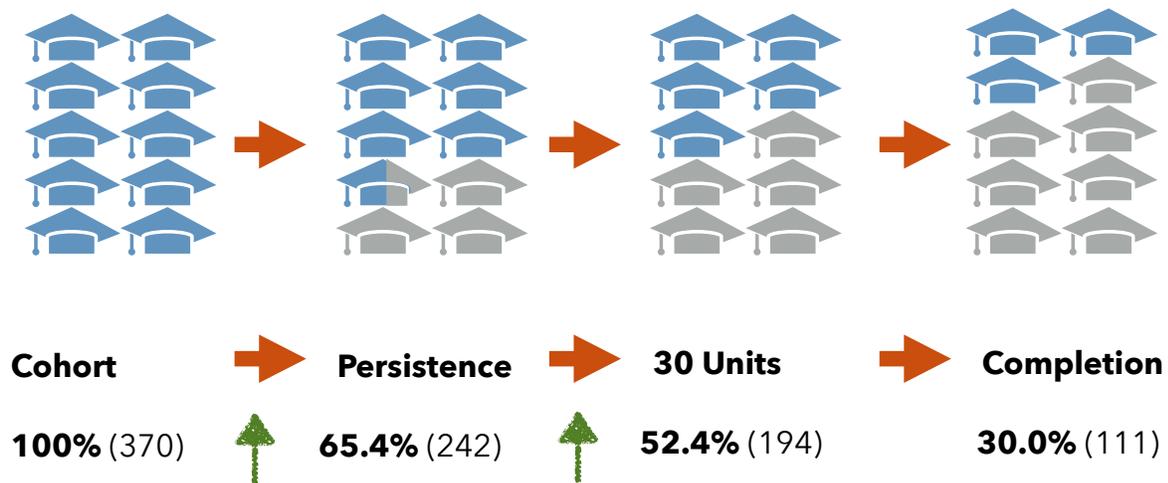
Source: Local MIS data. A student was counted if they received a grade in either a credit or non-credit course.

IV. Persistence, 30 Units, and Completion

Completion Target from Education Master Plan 2016-2021

- The institution established a target of 35.4% by 2016 for completion, and by 2021 the institution set a target of 45.4%. There have been decreases in this target over the last year. The most current cohort started in 2011-12 allowing six years for measurement. To be able to capture success in real time, Copper Mountain College has started to develop measurements using the Guided Pathways framework. The measurements will be used as leading indicators to help track measurements such as Completion. One example of these measurements is the number of incoming students completing 15 units in their first term.

Persistence, 30 Units, and Completion for 2018



Who is tracked?

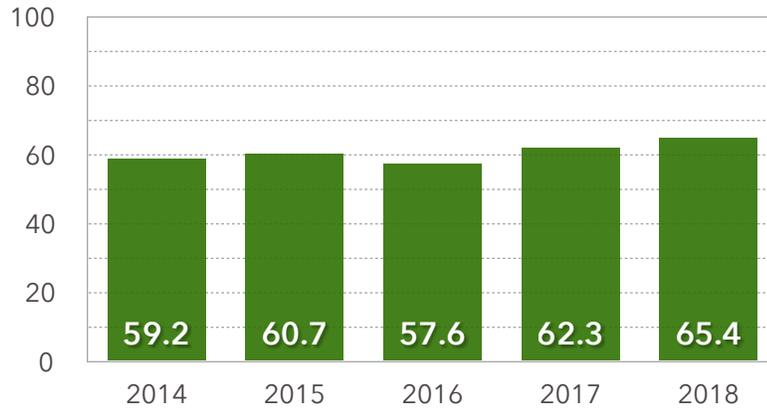
- First-time students checked CCC-wide
- Attempted any Math or English in first three years
- Earned six units in first three years
- Started in 2011-12

Each outcome is a momentum point in the cohort

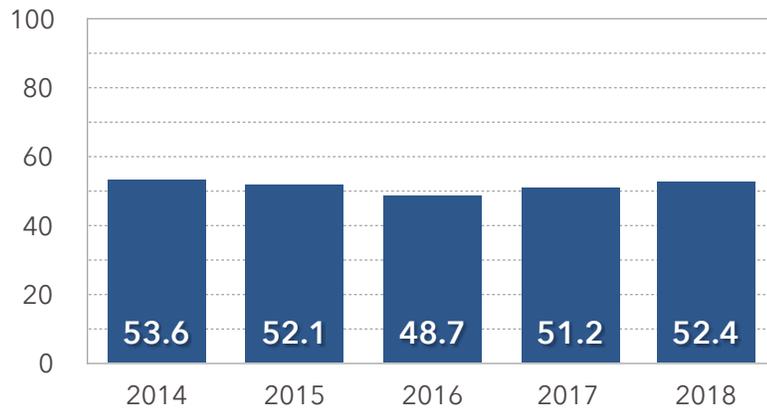
- Persistence - % of students in cohort that enroll in first three consecutive semesters.
- 30 Units - % of students in cohort that have earned 30 Units.
- Completion - % of students in cohort that completed an AA, State Certificate, Transferred, or Transferred Prepared (60 UC/CSU transferable units).

Historical Data

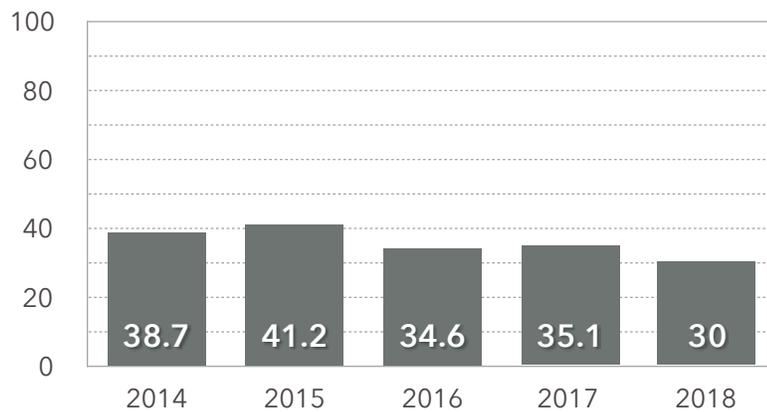
Persistence Rate



30 Units



Completion



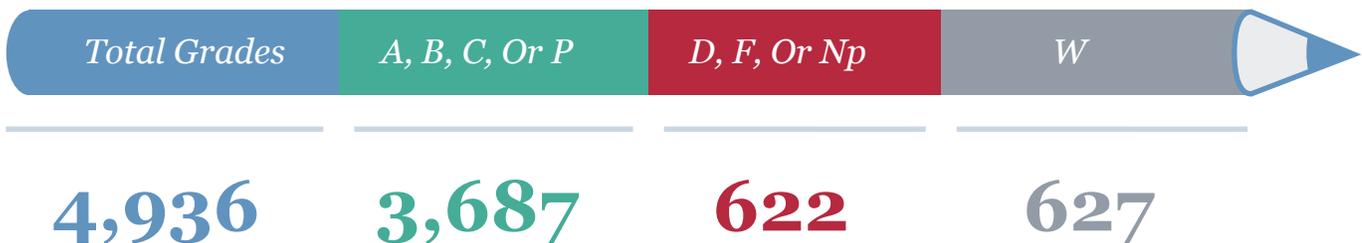
Source: Chancellor's Office DataMart.

V. Credit Course Success 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 three consecutive years. Our Fall 2017 rate was 74.6%. This year we agreed to raise our standard to 69.8%. This shows the continued success in one of our leading indicators at Copper Mountain College. The cohort for completion starting in 2015 should see greater rates in Persistence, 30 Units, and Completion.



Credit Course Success and Retention Rate for Fall 2017



Success Rate

$$3,687 / 4,936 = 74.7\%$$

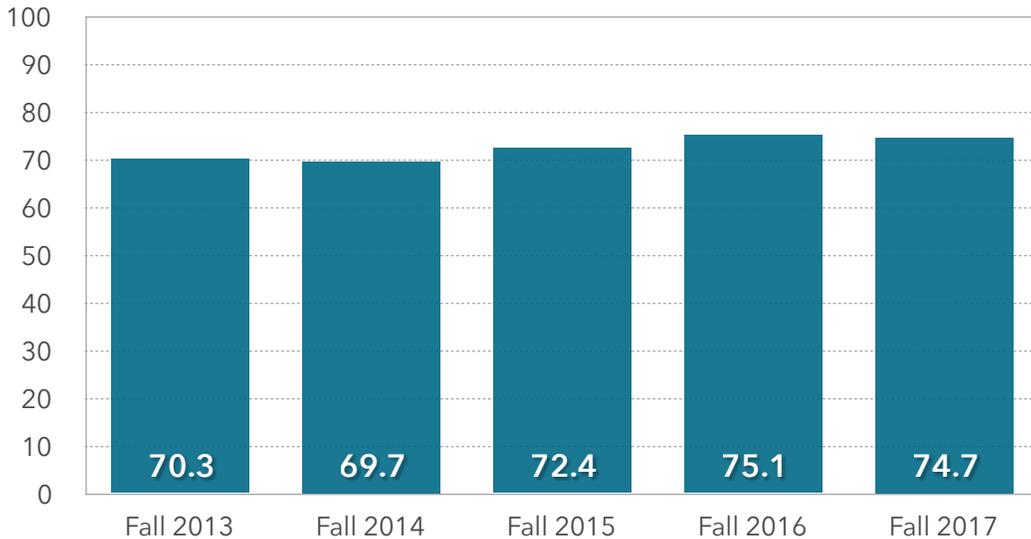
Retention Rate

$$(3,687 + 622) / 4,936 = 87.3\%$$

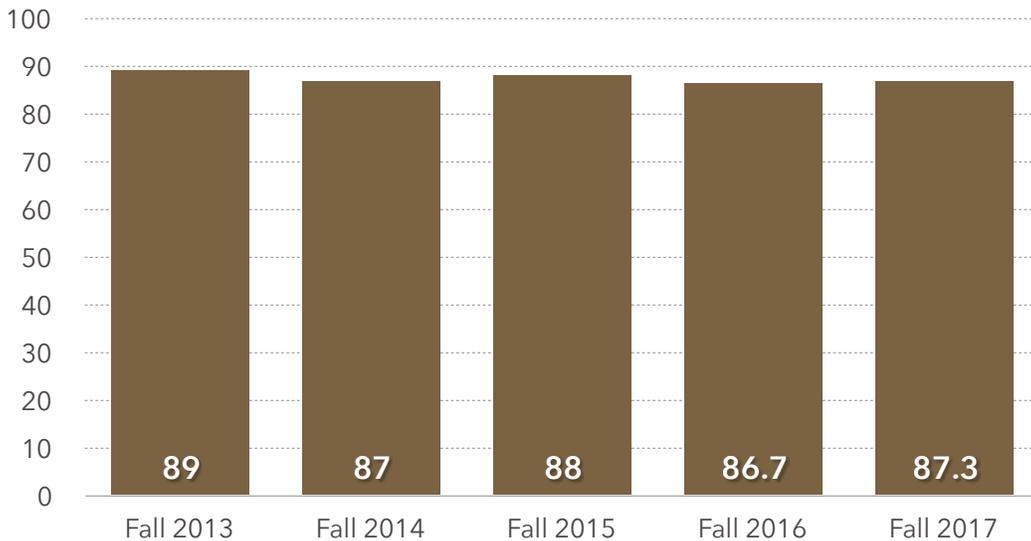
Courses included in calculation are credit and degree applicable.

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 second year moving to local MIS data. Data included in calculation was credit and degree applicable grades. Rates were updated for any grade changes, so they may differ slightly from previous reports

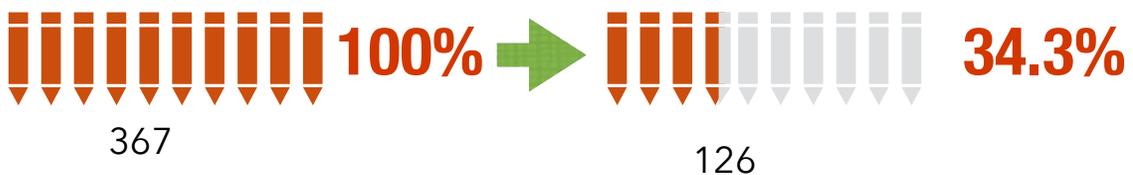
* Our retention rate decreased. This could be from a change in policy allowing instructors to drop students resulting in a W.

VI. Basic Skills Math and English

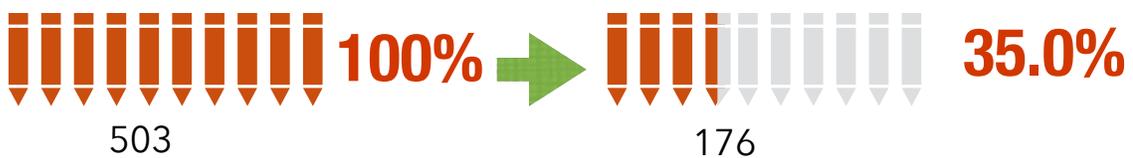
Basic Skills Targets from Education Master Plan 2016-2021

- CMC has not met our target in this area.
- Discussion has started with the indicator time to complete a transfer level Math or English course in one or two years as another indicator.
- The Basic Skills Math target is 51% by 2021 and increased by 4.1% from last year.
- The Basic Skills English target is 58.4% by 2021 and decreased by 2.5% from last year.

Basic Skills Math for 2018



Basic Skills English for 2018

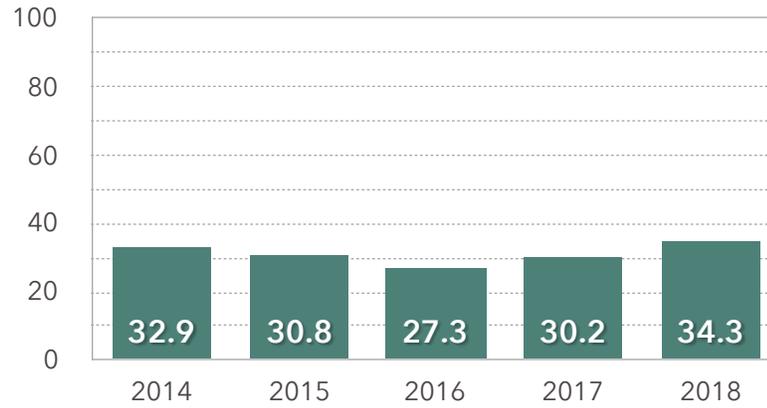


Who is tracked?

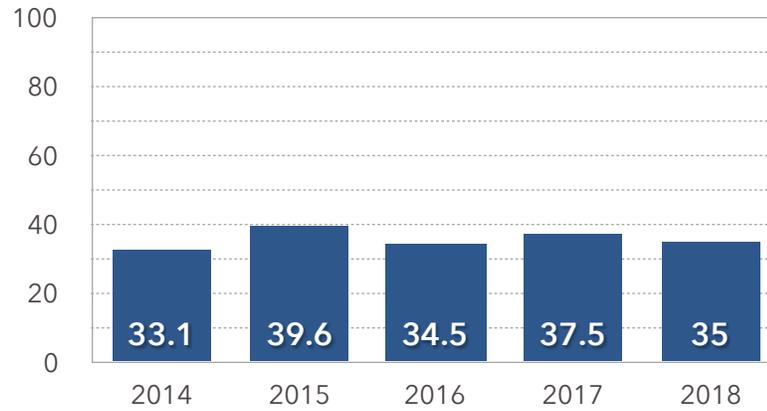
- A student is put into the cohort during the year of their first attempt in below transfer-level Math or English.
- A student is tracked for six years.
- An outcome is that a student successfully completes a college-level course in Math or English.

Historical Data

Basic Skills Math Completion



Basic Skills English Completion



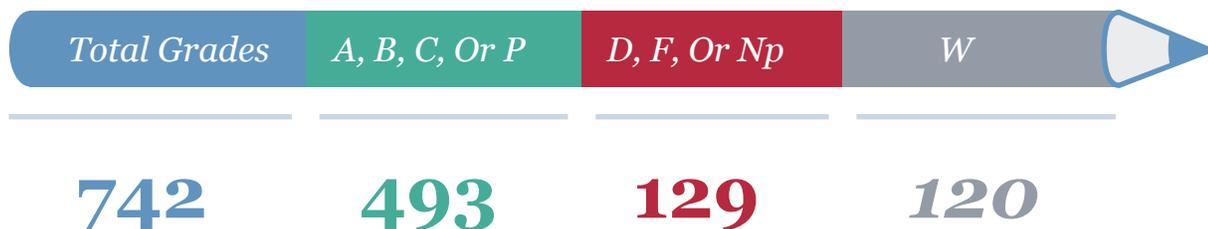
Source: Chancellor's Office DataMart.

VII. Basic Skills Course Success and Retention Rate

Basic skills success and retention rates 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 2017



Success Rate

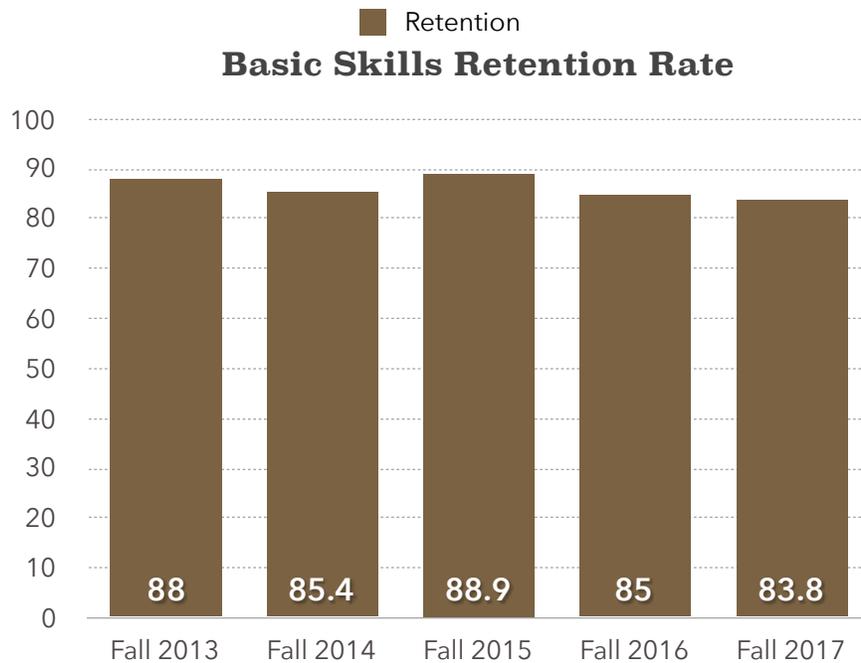
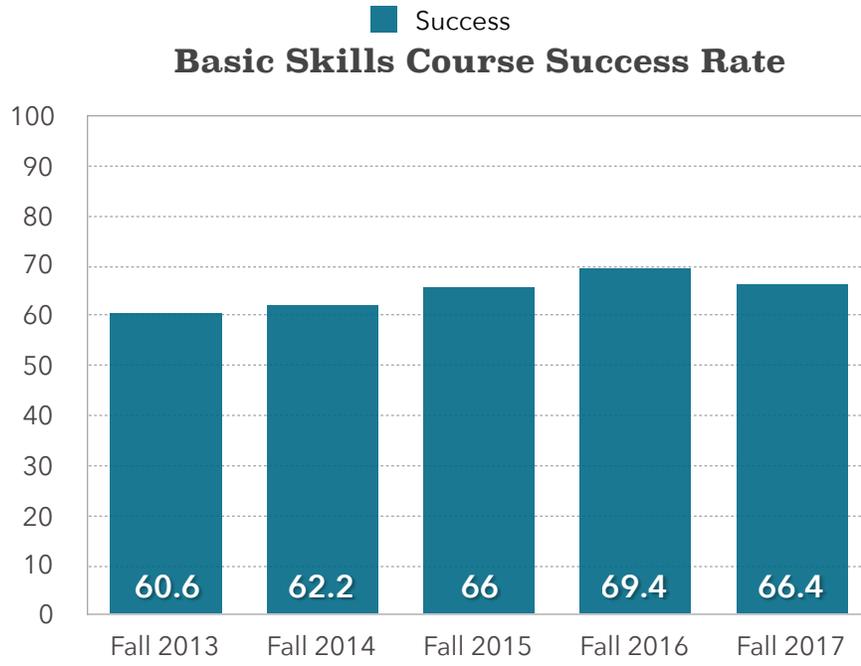
$$493 / 742 = 66.4\%$$

Retention Rate

$$(493 + 129) / 742 = 83.8\%$$

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 second year using local MIS data. Rates were updated for any grade changes, so they may differ slightly from previous reports.

* 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 institution has 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 CMC. This year all of our standards were increased under our annual review. This shows the excellent work towards student success at CMC. The indicators that should be considered in the coming year are the Completion Rate for unprepared students and overall, as the indicator currently is at the standard. The institution shall not fall below this standard. The adoption of the Guided Pathways framework will help with the contuse success of Completion at CMC.

Standards and targets	6- year target (2021)	1 - year target (2018)	Standard	Current (2018) Rate
Completion Rate				
College-Prepared	54.7%	44.7%	50.9%	57.4%
Unprepared for College	42.8%	32.8%	26.0%	26.0%
Overall	45.4%	35.4%	30.0%	30.0%
Remedial Rate				
Math	51%	41%	27.3%	34.3%
English	58.4%	48.4%	33.1%	35.0%
Career Technical Education Rate	96.6%	76.6%	55.2%	55.2%
Successful credit course completion (Previous Fall)	71.6%	70.6%	69.8%	74.7%
Total Awards	332	294	202	270*
Completion of degrees	237	209	157	204*
Completion of certificates	95	85	45	66*
Number of students who transfer to 4-year institutions	120	102	108	112*

*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 2016-17 (most up-to-date)

B. Review of annual goals 2017-18:

The following table shows a review of our annual goals for the academic year 2017-18.

Annual Goal 2017-18	Details
1. Student Success	<p>The following have been completed: Guided Pathways Plan (https://goo.gl/tCZyuT), Multiple Measures Placement, Annual Review of Student Success Standards and Targets, Integration of Basic Skills, Equity, and Student Success and Support Programs.</p> <p>The following is in progress: Enrollment Management Plan and formation of the Student Success Planning Committee. This committee will start meeting in July 2018 with the main purpose of becoming a central location for all student success initiatives. The committee will also implement the Guided Pathways Plan. (https://goo.gl/Dpdv2Q)</p>
2. Accreditation	<p>The plan is still being followed. The last academic year saw our first draft go to the Board of Trustees. The next updated draft will be at the August 2018 Board meeting, which is one month delayed. Our site visit will be March 4th-7th, 2019. The institution is on schedule to meet all deadlines. (https://goo.gl/hc5N96)</p>
3. Communication	<p>The following have been completed: Campus Newsletter, Management visiting departments, and Institutional, Roles, Responsibilities and Procedures Handbook - Draft document (https://goo.gl/Vg2ZFA)</p> <p>The following should be considered: Administration to review job descriptions and provide training on responsibilities of each department. CMC may also explore a possible reorganization for the institution.</p>
4. Training	<p>The following have been completed: Speakers at All Staff Day on training needs.</p> <p>The following should be considered: Develop a survey and plan asking employees on training needs.</p>
5. Goals from Academic Year 2016-17	<p>The following still need to be completed from previous years: Define established partnerships and strategic goals for Staff Development Plan. Other goals from previous years are included in the Annual Goals of 2017-18.</p>

C. Survey Results Overview:

Overall, the student survey is very positive. The key areas of concern for students are activities on campus, understanding of student learning outcomes, and knowing services provided by special programs on campus. Both the student and faculty/staff surveys have remained unchanged on areas of concern from previous assessment. As seen on the annual goals, there has been work completed to improving these areas. The improvement in the survey results may take more than one year to show progress. This is because the Institutional Roles, Responsibilities, and Procedures Handbook is still being finalized and will be used in the upcoming Academic Year to help with communication on campus. However, CMC is still performing well in key areas. For example, 88% (5% increase) of students agreed with the statement, "I am satisfied with my academic experience at Copper Mountain College."

From the employees' perspective, areas for improvement are still recruitment of students and clarity in decision making from Administration. From the students' perspective, the desire for activities on campus is still relevant.

Students:

-55% (increase of 1%) of students agreed, "I am satisfied with the availability of extracurricular activities available at CMC."

-50% (decrease of 2%) of students agreed, "I am satisfied with the availability of campus cultural events."

-53% (no change) of students agreed, "I am satisfied with the availability of recreational opportunities on campus."

Employees:

-44% (decrease of 8%) of employees agreed, "CMC excels in the retention of students."

-50% (decrease of 3%) of employees agreed, "CMC excels in the recruitment of students."

-42% (decrease of 10%) of employees agreed, "The Administration supports and uses a decision-making process that involves the persons who will be affected."

Survey results are used to inform priorities and goal setting in our cycle of continuous quality improvement. The results are distributed to all programs and used for their program reviews.

D. Final Thoughts:

Overall, the campus is working toward meeting its student success targets. Our credit course success rate continues to move or sustain itself at a higher level. Looking back beyond five years, our rate was consistently between 68-70%. For the last three years, the rate has increased to a higher rate around 74-75%. 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. This indicator points towards 30-units and Completion increasing in the future. 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 with math increasing more recently. The institution will need to continue researching and planning around these rates. There will be new rates to consider under the Guided Pathways framework for students completing transfer level math or English within one or two years versus waiting six years for the completion of transfer level math or English. These new indicators under Guided Pathways will serve as leading indicators. There are also efforts around campus towards using multiple measures and reducing the number of basic skills courses for students under AB705. Finally, communication and following procedures continue to be areas of concern for the institution. The adoption of the Roles, Responsibilities, and Procedure should help in these areas. However, the institution would benefit from continued research into consistently following institutional procedures with campus-wide groups.

In conclusion, our current leading indicators of credit course and basic skills success rates are showing positive and sustained increases. These will lead to increases in Persistence, 30-units, and Completion. The latter are all six year lags with the cohort starting in 2011-12. Our increases in leading indicators such as credit course success rate start in 2015-16. Further, CMC is adopting additional leading indicators from the Guided Pathways framework such as the number of units completed in the first term at Copper Mountain College. These indicators will help establish core indicators in assessing the effectiveness of the institution. Further, all indicators will be disaggregated by established student groups to ensure equity gaps do not exist, which are currently being monitored by our Equity committee at CMC.