

Improving the Student Experience

Cerro Coso and Achieving the Dream



So you want to go to
Florida?



For every 100 new students who enter Cerro
Coso Community College
(full and part-time)...



Only 72 return the next spring
term...



Only 54 come back the
next fall...



And 32 enroll two years later ...



Within three years, 10 earn a Cerro Coso
degree or certificate



Improving the Student Experience at Cerro Coso

Students Speak – Are We Listening?



Video

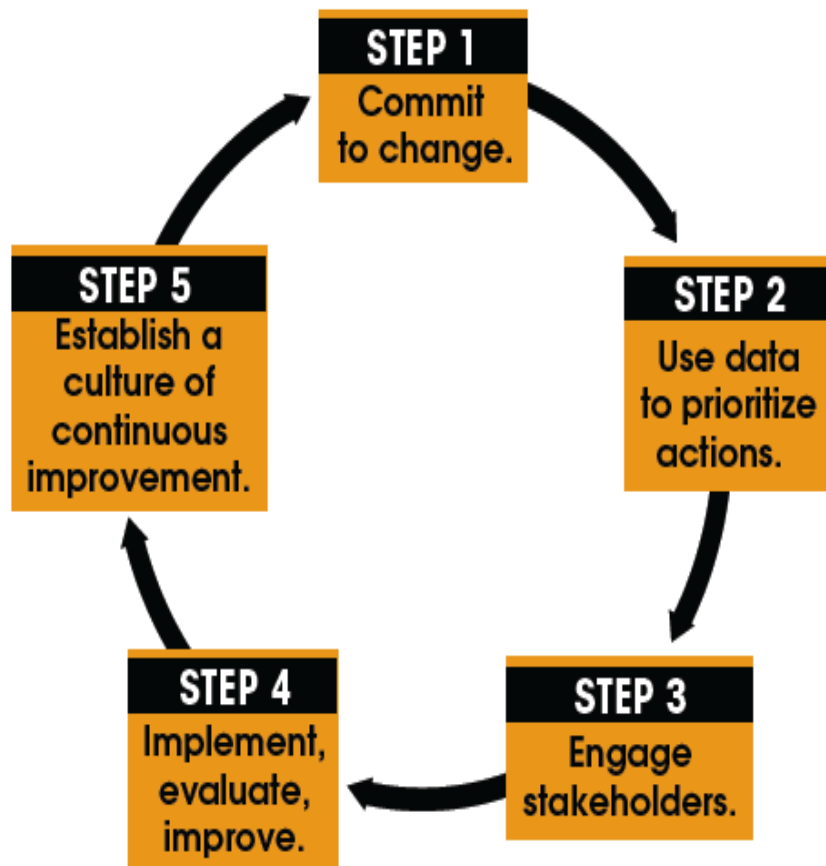
What is Achieving the Dream?

The Achieving the Dream *Student-Centered Model of Institutional Improvement* is focused on creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to close achievement gaps and improve student outcomes overall.

What does that MEAN??



The Achieving the Dream Approach



4 Principles

- ▶ Committed leadership
- ▶ Using evidence to improve programs & services
- ▶ Broad engagement
- ▶ Systemic institutional improvement

5 Steps

1 Goal: Student success.

Why Achieving the Dream
at Cerro Coso?
Why now?

...



This aligns with what we already committed to do....

Achieving the Dream

4 Principles

- Committed leadership
- Using evidence to improve programs & services
- Broad engagement
- Systemic institutional improvement

Cerro Coso

Strategic Plan Goals

- Foster student success through sustained continual quality improvement of instruction and student services.
- Provide a quality learning environment which enhances student engagement
- Operate at the level of continual quality improvement for strengthening institutional effectiveness.



and measuring....

Achieving the Dream Outcome Measures

- Progress through developmental courses
- Advance from developmental courses into and through credit bearing courses
- Successfully complete college-level courses
- Re-enroll
- Earn credentials

Cerro Coso Key Elements

- **Successful Course Completion Rates**
- **Percentage of students who, within a one-year period, successfully complete English or Math courses both one level below transfer and at the transfer level**
- **Student Persistence**
- **Student Progress (12 and 30 unit benchmarks)**

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Cerro Coso Community College
The College in Review: Key Elements of Access and Success
 Summary Version



The College in Review is available in two versions: summary and full. This is the summary version.
 The Key Elements reviewed are the same in both versions, but the full version contains greater detail and more graphics.

Key Elements	Trend Timeframe					Trendlines
1 Student Headcount and Participation Rate	2007-08	2008-09	2009-10	2010-11	2011-12	Trendlines
Notes: <i>Annual Student Headcount</i> includes an unduplicated count of students enrolled at census. <i>Participation Rate</i> equals college enrollment per 1,000 adults (age 18 to 65) in the service area.						
Annual Student Headcount	9,937	10,235	11,053	11,341	10,257	
Participation Rate	148.6	151.2	161.7	164.8	148.5	
2 Student Demographics vs. College Service Area Population	Note: Comparison results are detailed in the full report, only student demographic trends are shown below.					Trendlines
Student Demographics Only	2007-08	2008-09	2009-10	2010-11	2011-12	Trendlines
Gender: Female	59%	62%	60%	61%	62%	
Male	41%	37%	40%	39%	38%	
Ethnicity: Hispanic/ Latino	15%	16%	20%	24%	26%	
Other Race	11%	13%	13%	13%	14%	
Two or More Races	1%	2%	2%	3%	4%	
White	68%	65%	62%	58%	55%	
Age: 19 or Younger	15%	18%	16%	16%	15%	
20-29	34%	35%	38%	43%	43%	
30 or Older	51%	47%	45%	42%	42%	
3 Employee Demographics	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Trendlines
Notes: Additional employee demographics are in the full report. This information comes from the Fall MIS Employee data.						
Percent of Faculty 55 or Older	-	39%	43%	42%	43%	
4 Successful Course Completion Rates	2007-08	2008-09	2009-10	2010-11	2011-12	Trendlines
Notes: Course success is defined by grades: A, B, C, P divided by A, B, C, P, D, F, I, NP, W, DR. Rates for 2007-08 are not provided since the calculation methods were changed when DR grades were introduced in Summer 2008. Grades changes over time are incorporated.						
Success Rate in All Courses	-	65.3%	65.2%	64.7%	64.3%	
Online Course Success Rate	-	59.3%	57.8%	58.0%	58.0%	
Ratio of Online Course Success to All	-	0.91	0.89	0.90	0.90	
Basic Skills Course Success Rate	-	52.5%	50.9%	53.5%	56.6%	
Ratio of Basic Skills Course Success to All	-	0.80	0.78	0.83	0.88	
Career Technical Ed (CTE) Course Success	-	66.1%	68.9%	67.2%	68.2%	
Ratio of CTE Course Success to All	-	1.01	1.06	1.04	1.06	
5 Student Persistence (2012 ARCC Definition)	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Trendlines
Notes: This information comes from the 2012 Accountability Reporting for Community Colleges (ARCC). Defined as the percentage of students earning six or more units in their first fall term who return to enroll in the next fall.						
Percentage who Persist	54.2%	53.3%	53.7%	60.0%	53.1%	
6 Student Progress	2007-08	2008-09	2009-10	2010-11	2011-12	Trendlines
Notes: The percentage of first-time students who complete 12 units in their first term and 30 units in their first year.						
Complete 12 Units in First Term	13.7%	14.9%	14.4%	12.9%	13.5%	
Complete 30 Units in First Year	2.0%	2.6%	1.2%	2.2%	2.3%	

We have gotten much better at the WHAT....

The WHY?

Not so much....

2.3 percent of students completed 30 units within their first year.

Well, that is **OBVIOUSLY** because...well, I mean, because, um....

Additional types of data:

- Disaggregated
- Cohort
- Qualitative

Will help us to see patterns...



Or the WHY of our WHAT...

Participation in Achieving the Dream engages us in a process of developing true **data-informed decision making** and establishing a **culture of inquiry** with expert coaches to assist us along the way.

OKAY, OKAY, but does it
WORK?



Um, well, yes and no

Achieving the Dream School

Successes

Just **SOME** examples....

- Lee College increased the number of students completing a degree or certificate in three years from 11%-19%- an almost 75% increase
- Galveston college increased the success rate in their gateway math course by 38% in a three-year period
- Broward County first-time student fall to spring persistence improved by 8% and fall to fall by 7% in a three-year period

http://www.achievingthedream.org/map/colleges/leader_college

Achieving the Dream School

Failures

We have spoken to and heard of several former Achieving the Dream colleges who failed to see improvement in achievement results, as was acknowledged in the Chronicle of Higher Education article. The Achieving the Dream website lists all former Achieving the Dream Colleges, though not all of these colleges are former because they were unsuccessful. Some of the colleges listed saw improvement and were pleased with the Achieving the Dream process, but decided not to renew after the initial three year cycle.

http://www.achievingthedream.org/map/colleges/former_institutions



What makes the difference?

“Colleges that made the greatest strides shared several key characteristics, including broad-based support from administrators, faculty, and staff; strong institutional research departments that produced accessible reports on student achievement; regular evaluations of their programs; and an ability to scale up successful programs....”

The bottom line:

“Ultimately,” Mr. Brock said, “the success of Achieving the Dream is dependent on the colleges’ own commitment to the work.”

<http://chronicle.com/article/Achieving-the-Dream-Produces/126304/>



Faculty engagement, otherwise known as ‘What we need from YOU!’

Active participation in the process through:

- Departmental dialogue about the data
- Participation in trainings and workshops on the use of data
- Participation in Faculty Inquiry Groups
- Engagement through existing and new committees
- Participation in institutional dialogue

The YEAR of Inquiry



The first year of participation in Achieving the Dream is a **PLANNING** year.



Communication
is critical....
We need YOUR
help in
developing a
**communication
plan** that works!

**Pass it
on!**



Possibilities:

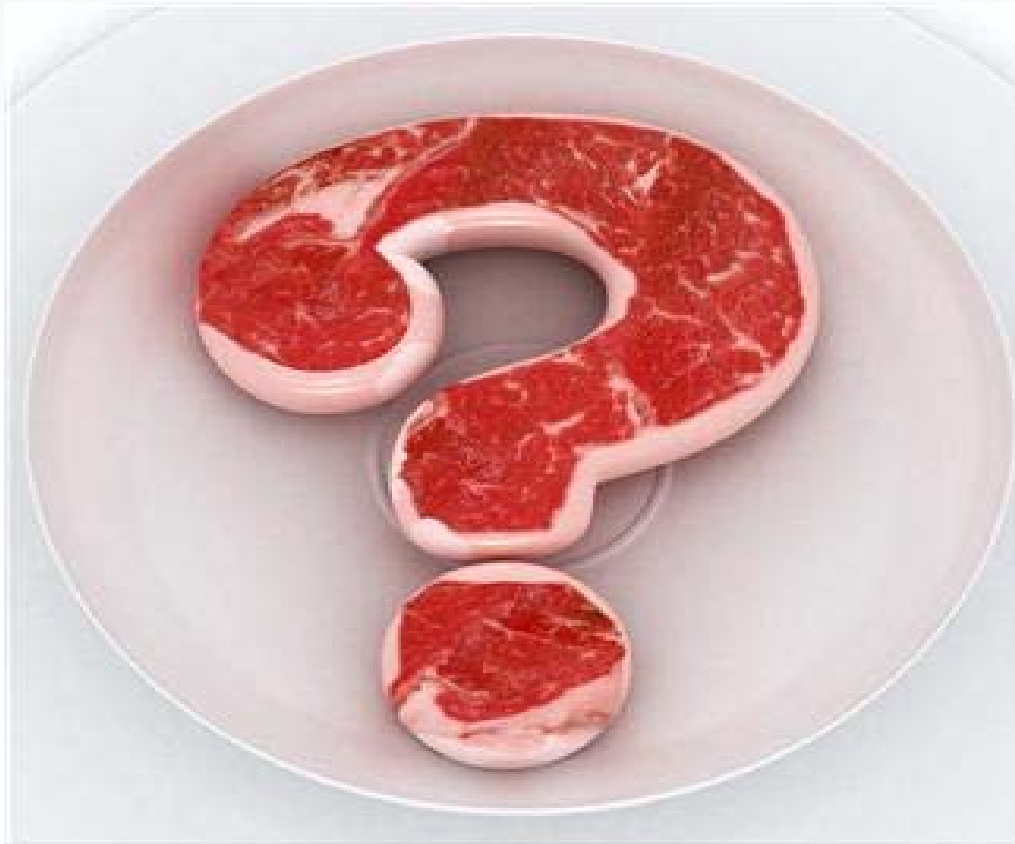
- Student Success portal tab
- Ongoing updates in the CC Chronicle and Howler
- Community Report
- Press Releases
- Standing agenda items for Student Success to report out at committees:
 - College Council
 - Academic Senate
 - Faculty Chairs
 - Department Meetings
 - Administrative Cabinet

Work Plan for Achieving the Dream Year 1

- Data submission to Achieving the Dream
- **August 22** Flex presentation
- **September**
 - Assemble and convene Student Success and Support Council
 - Data training for reviewing disaggregated data
- **October 7&8** Data coaches and sister colleges convene at Cerro Coso
 - **Day 1** Various segments of college leadership meet with coaches
 - **Day 2** Data Summit
- **October-November** Student Success and Support Council and college segments review and begin working with Achieving the Dream data
- **November 18&19** Meeting with coaches at Porterville College
 - **Day 1** Training for conducting student focus and faculty inquiry groups
 - **Day 2** Policy analysis
- **November-February** Achieving the Dream leadership team conducts student focus and faculty inquiry groups

Work Plan for Achieving the Dream Year 1

- **November-February** ongoing institutional dialogue about data and defining achievement gaps and identifying areas for more in-depth exploration
- **February 24-27** Achieving the Dream follow-up conference
- **March** Through facilitation of the Student Success and Support Council and based on all of the data and input gathered, begin setting priorities, goals and measurable outcomes
- **April 3&4** Meeting with coaches at Bakersfield College
 - **Days 1 and 2** Work with coaches on finalizing priorities, goals, and measurable outcomes and developing the 4 year plan
- **April-May**
 - Finalize priorities and 4 year plan
 - Evaluate communication plan



Questions?