



Institutional Effectiveness Committee
 April 16, 2018
 EW207
 2:00 p.m. – 4:00 p.m.

Present: Corey Marvin, Stephanie Brantley, Suzie Ama, Lisa Couch Vivian Baker, Heather Ostash

Absent: Jill Board, Benjamin Beshwate, Ryan Khamkongsay, Davis Kunz, Jan Moline

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
1. Call to order	Corey Marvin	2:18 p.m.		X
2. Approval of Minutes & Action Items From:	Corey Marvin	From: 03/12/2018 Action items: <i>Need to broaden the leadership on our campus who is familiar with our data and how the institution in performing various ways. Possible annual data training for anyone who sits on a leadership committee for the institution. I.E. Program Review, SLO, College Council, etc.</i> Approval – Approved, with one deletion		X
3. Approval of Agenda	Corey Marvin	Approved.		X
4. Complete Data- Committee Crosswalk Chart	Corey Marvin	Not discussed at this time.		X
5. Review Quality Focus Essay	Corey Marvin	<i>Action Project One: Improve Onboarding of Students</i> Identification of the Problem Cerro Coso Community College has been focused on strategies for improving the student experience since it joined the Achieving the Dream in 2013. As part of that effort, the College took its first concrete steps toward a data-informed approach to student success, training data coaches, generating disaggregated	X	

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		<p>student success data, and developing a participatory governance committee (the Student Success and Support Council, or “SSSP Committee”) whose charge was to analyze data for patterns and trends in student success and lead institutional change for improved student learning and achievement. In 2014, the College began its partnership with the Educational Advisory Board, one of the first activities of which was to audit the College’s onboarding processes from a student perspective. This led to a number of improvements in practices and service delivery, such as rewriting the welcome letter to give students very clear direction on next steps. The College’s work with EAB has led it to be a Beta school for the implementation of the Navigate platform that is described in more detail in Standard II.C.2. This platform provides a clearer structure for students, leading them through career interest, major exploration, and registration; it also gives students notifications and nudges along the process. This has resulted in the College’s application conversion rate, the number of students applying vs. the number actually registering, climbing from 44.7% in 2015-2016 to 57.9% in 2017-2018, a 30% increase.</p> <p>Nevertheless, substantial work remains to be done. Guided pathways has come along at the right time for Cerro Coso Community College in terms of providing it with best practices, a structure, and funds for continuing its work on improving the onboarding experience of students. The College has continued to identify multiple points of attrition and loss starting with first enrollment through to census. For example, even though numbers have been better in recent semesters, the College still loses 10%-15% more online students than onsite students from first day to census day.</p> <p>Desired Goals/Outcomes</p> <p>The goal of this AP is to focus on retaining students from pre-enrollment to census day. Students quit or walk away from education for a variety of reasons that cannot be helped. The focus of this AP is to make sure the College is not the reason, that it is doing everything it can to remove barriers, streamline processes, provide areas of interest, connect students early to programs, and be a welcoming environment for a strong start to educational plans. Critical to this</p>		

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		<p>effort is cross-functional inquiry to analyze the College’s onboarding experience and clarity of program and pathway information for students—especially important for a College with numerous physical campuses, a strong online program, and a variety of non-traditional student populations. For that reason, it is important and necessary to develop strategies for ensuring input and applicable implementation for all sites and delivery modes. A clear charge for will need to be developed for each cross-functional team that backward-maps from the intended outcome.</p> <p>Actions/Steps to be implemented</p> <ul style="list-style-type: none"> • Develop infrastructure for cross-functional inquiry work of the institution, including the development of protocols processes and procedures, such as those concerned with initiating, scheduling and organization, structure and membership, incorporating the student voice, requesting and using resources, reporting, and acting on outcomes. • Develop the charge for the two cross-functional teams: <ul style="list-style-type: none"> ○ Onboarding Inquiry- while the complete charge and approach to this inquiry will still need to be fully developed, the SSSP Committee has mapped out the following elements of the student experience to focus on improvement in onboarding: pre-enrollment, application, core services, registration, and interim communications leading to first day and census ○ Program/Pathway Information Inquiry- while the complete charge and approach of this inquiry will still need to be fully developed, SSSP has mapped out the following elements of the student experience related to pathways and clarity of program requirements: presentation and clarity of pathways online and in print, education planning’s connection to the pathway and to fields of interest, and general education mapping for pathways and fields. • Develop a timeline and matrix for the action items to come out of the cross-functional inquiry groups. Action items are expected to address some or all of the following: <ul style="list-style-type: none"> ○ Key communication points ○ Marketing and outreach strategies ○ The Cerro Coso College Promise program 		

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		<ul style="list-style-type: none"> ○ Evidenced-based placement ○ Technology solutions ○ Cultural responsiveness training for front-line staff ○ Culturally responsive teaching and learning strategies for faculty ○ Establishment of key performance indicators, development of new data gathering instruments (e.g., survey) as necessary, identification of baseline data ○ Data literacy across the institution ○ Counseling/advising dashboard ○ Professional development opportunities that support items in this AP <ul style="list-style-type: none"> ● Implement action items based on a timeline reviewed by key governance committees, workgroups, and constituents <p>Responsible Parties</p> <p>The SSSP Committee will be the main steering committee for all actions to be implemented. But it will be supported by a number of other committees, work groups, and units, such as the Student Services Executive Committee, the faculty chairs workgroup, and the Cerro Coso Office of Institutional Research. The responsible administrator will be the vice president of student services. But again, it will be a team effort with other administrators, particularly the vice president of instruction, the student services directors and site directors that make up SSEC, the equity director, director of information technology, instructional deans, and others.</p> <p>Resources</p> <p>A variety of resources will be needed for this AP. To support the action items in this AP as well as the second AP, the College expects to focus or refocus the work of both existing and new personnel. For example, the College anticipates it will need an additional research analyst to help develop the tools needed to track onboarding data. Resources will also be needed for professional development activities, such as training of data coaches to assist departments and units in gathering and analyzing data, training of faculty and staff in cultural</p>		

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		<p>sensitivity for customer service and culturally responsive teaching, and training in best practices in communication and marketing. It is expected that the vast majority of resources will be in personnel and professional development.</p> <p>As this AP covers services in both student services and instruction, funding is expected to come from a variety of sources in addition to the general fund, such as Guided Pathways, SSSP, Student Equity, the Basic Skills Initiative, an IEPI grant the College secured in 2017, the College Promise grant Strong Workforce Program, and VTEA.</p> <p>Assessment Evaluation of the progress and success of this AP will be measured by the completion of specific tasks as well as improvements in key performance indicators.</p> <p>Sample tasks include</p> <ul style="list-style-type: none"> • Development of a well-mapped student experience • Identification of gaps and improvements that are student informed • Revised meta-majors mapped to active degrees and certificates • Development of a comprehensive communication plan • Identification of general education pathways onsite, online, and in the prisons • Professional development activities planned and run for cultural sensitivity training • Professional development activities planned and run for culturally responsive teaching and learning • Development of baseline performance data and usage data • Automation of the application of multiple-measures according to the MMAP Measures and decision trees • Completion of data tracking to evaluate multiple-measures placement process <p>Improvements expected include</p> <ul style="list-style-type: none"> • Application Conversion Rate • Attrition Rate (= loss of students from first day to census) • Retention Rate (= students kept till end of term) • Core Service Completion • Number of students with accurately declared major • Percentage of College Promise students 		

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		<ul style="list-style-type: none"> • Attempted 12+ college credits in first term • Attempted 15+ college credits in first term 		
6. Debrief on Strategic Planning Process	Corey Marvin	Not discussed at this time.		X
7. Adjourn	Corey Marvin	3:17 p.m.		X

Facilitator: Corey Marvin

Recorder: Stephanie Brantley

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