



Completion Takes a Community

PROFESSIONAL DEVELOPMENT DAY

MARCH 15, 2018



Acknowledgements

- **FLEX Advisory Committee**
- **Jason Robinson, PD Director**
- **Counseling Division**
- **Workshop presenters**
- **AM activity facilitators**
- **Academic Deans**
- **Office of Marketing and Strategic Communication**
- **Judy Benson**
- **Office Services**
- **Office of Student Services**
- **Office of Instruction**
- **Classified Senate**
- **Academic Senate**

Learning Outcomes for the Day

Participants will:

1. discover that PCC functions in a way that sometimes makes it difficult for students to successfully enter, progress, and/or complete.
2. discover some interventions/innovations that have already been put in place to better support student success.
3. discover different types of barriers faced by PCC students, and identify actions one can take to address those barriers.
4. recognize and embrace one's potential to impact completion at PCC.

Our Students: College-wide Data

The Chancellor's Office assumes a student has behavioral intent to complete if he/she

- took a credit course in the CCC system for the first time,
- has a valid SSN,
- earned 6 or more units during the first 3 years of enrollment, and
- attempted a Math or English course in the first three years.

The # of students enrolled
in 2010-2011 cohort.

| | |
|-------------------------------|------|
| African American | 154 |
| American Indian/Alaska Native | 4 |
| Asian | 1199 |
| Hispanic | 1786 |
| Multi-Ethnicity | 101 |
| Pacific Islander | 11 |
| Unknown | 77 |
| White | 637 |
| All students | 3969 |
| Female | 1948 |
| Male | 1997 |
| Unknown | 24 |
| Individuals with disabilities | 206 |
| Low income | 3195 |

Our Students: College-wide Data

| | The # of students enrolled in 2010- 2011 cohort | The # of students in 2010-2011 cohort who transferred | Transfer Rate |
|-------------------------------------|---|--|---------------|
| African American | 154 | 54 | 35.1% |
| American Indian/Alaska Native | 4 | 0 | 0.0% |
| Asian | 1199 | 665 | 55.5% |
| Hispanic | 1786 | 518 | 29.0% |
| Multi-Ethnicity | 101 | 45 | 44.6% |
| Pacific Islander | 11 | 6 | 54.5% |
| Unknown | 77 | 40 | 51.9% |
| White | 637 | 297 | 46.6% |
| All students | 3969 | 1625 | 40.9% |
| Low income | 3195 | 1246 | 39.0% |

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- ❖ African American students experience a transfer rate of 35.1%, which is 20.4% lower than that experienced by Asian students.
- ❖ When clustered by socio-economic status, low income students experience a higher transfer rate than Hispanic and African American students by **10%** and about **4%** respectively.

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Our Students: College-wide Data

| | The # of students enrolled in 2010- 2011 cohort. | The # of students in 2010-2011 cohort who earned a degree. | The rate of degree completion |
|-------------------------------------|--|---|----------------------------------|
| African American | 154 | 22 | 14.3% |
| American Indian/Alaska Native | 4 | 1 | 25.0% |
| Asian | 1199 | 304 | 25.4% |
| Hispanic | 1786 | 323 | 18.1% |
| Multi-Ethnicity | 101 | 24 | 23.8% |
| Pacific Islander | 11 | 1 | 9.1% |
| Unknown | 77 | 21 | 27.3% |
| White | 637 | 173 | 27.2% |
| All students | 3969 | 869 | 21.9% |
| Low income | 3195 | 706 | 22.1% |

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Our Students: Personal Experiences



Why Completion?

- ❖ PCC's mission is to provide an “environment that encourages, supports and facilitates student learning and success.”
- ❖ Success = students achieving their goals
- ❖ Students expect and deserve to be supported while working to achieve their goals.
- ❖ Students are the reason we are all here.



Why Completion?

Funds will be apportioned to districts using the following factors:

- Base Grant—Each district would receive a base grant based on enrollment, as measured by FTES.
- Supplemental Grant—Each district would receive a supplemental grant based on the number of low-income students the district enrolls, as measured by
 - (1) enrollment of students who receive a College Promise Grant fee waiver and
 - (2) enrollment of students who receive a Pell grant.
- Student Success Incentive Grant—Each district would receive additional funds based on
 - (1) the number of degrees and certificates granted,
 - (2) the number of students who complete a degree or certificate in three years or less, and
 - (3) the number of Associate Degree for Transfer awarded.

What Can You Do?



- ❖ PCC's mission is to provide an “environment that encourages, supports and facilitates student learning and success.”
- ❖ Focus on our loci of control → institutional procedures and our individual practice
- ❖ Meet the students where they are.
- ❖ Make changes such that the college is student-ready.
- ❖ Make students feel welcomed and appreciated!

Completion Takes a Community

Agenda

9:30-12:00 The Journey to Completion, Through a Student's Eyes (see detailed agenda for locations)

12:00-1:00 Lunch catered by I8 (quad)

1:00-2:30 Breakout Session I Workshops (see detailed agenda for locations)

2:30-4:30 Faculty return to divisions

and Classified-staff can choose Breakout Session II Workshops (see detailed agenda for locations)

(5:00-8:00 PM program for adjuncts in Creveling Lounge (catered by I8))

Announcements

- Cancelled Workshops
 - Road to Completion
 - EOP&S
 - How to Address Students with Service and Emotional Support Animals
 - Work-based learning
- Room Changes
 - Focus on Certificate Programs (LL 118-enter through the IT doors)
 - Demystifying Classified Senate and What is PD? have been combined in C369
- Open Workshops (see detailed agenda in your folder)