



Institutional Effectiveness

Accreditation

Integrated Planning

Program Review

Outcomes Assessment

IEPI Targets

The Progress Report

Institutional Effectiveness Partnership Initiative

The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

Major components of the Institutional Effectiveness Partnership Initiative

There are three major components of the initiative:

- 1. Develop a framework of indicators and college/district goals.**
 - The framework will include student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with State and Federal guidelines.
 - The framework draws heavily on existing indicators and publicly available data.
 - The framework and goals System, at least v1.0, is statutorily required to be implemented by June 30, 2015 and updated annually.
- 2. Make Technical Assistance Teams (called Partnership Resource Teams) available to colleges who express interest in receiving assistance.**
 - A short letter of interest will be submitted by the college CEO.
 - The teams will visit colleges at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits will be available as needed.
 - Team members will be drawn from a pool of experts who were nominated or appointed by statewide professional organizations and others. Team composition for each college will be approved by college CEO and CCCCC.
 - Team members will receive travel reimbursement, and stipends if they are able to receive them based on their district policy and/or agreements.
 - Grants of up to \$150,000 in seed money will be available to colleges with team visits to accelerate implementation of improvement plans. Grants will be available while funds are available.
 - Selection of colleges will consider institutional need.
- 3. Enhance professional development opportunities for colleges related to institutional effectiveness.**
 - An online clearinghouse will be developed and include effective practices and pitfalls to avoid related to emerging accreditation and audit issues, as well as other topics related to institutional effectiveness:
 - The online clearinghouse will be closely integrated with the Success Center for California Community Colleges' efforts.
 - Existing resources addressing the topics, such as those found on the ASCCC, ACCJC, RP Group, and CCCCCO websites, will be linked to this clearinghouse.
 - Additional online resources will be developed as needed.
 - Regional workshops offered in the north and south will supplement the online clearinghouse. These workshops will be captured and made available online through the clearinghouse as well.
 - Workshops will begin in Spring 2015.
 - The IEPI Advisory Committee will help identify topics that are timely and of broad interest.
 - The Initiative will seek to partner with other organizations in offering these workshops.
 - Professional development opportunities will be available to all districts regardless of participation with Partnership Resource Teams (PRTs).

IEPI Targets

[2017 IEPI Indicators](#)

[2016 IEPI Indicators](#)

Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, CA 93555-9571

CAMPUSES & CENTERS

Ridgecrest/IWV Campus
Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, CA 93555-9571

Phone: (760) 384-6100
Fax: (760) 384-6270

Parking
Campus Info (including maps)
Google Maps

COLLEGE

Accreditation
Institutional Effectiveness
Institutional Research
Curriculum Instruction Council
Faculty and Staff

Facebook
Twitter
YouTube
Instagram

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Institutional Effectiveness Partnership Initiative (IEPI) Indicators

Cerro Coso Community College 2017 College Indicator Results

College Indicators	Historic Results					Interpretive Measures			2016 IEPI Goals		2017 IEPI Goals	
	2011-12	2012-13	2013-14	2014-15	2015-16	Mean	Range	High	1 Year (2016-17)	6 Year	1 Year (2017-18)	6 Year

College Student Performance and Outcomes Indicators

10) **Completion Rate - College Prepared** From the Student Success Scorecard, this measure is defined as the percentage of first-time degree, certificate, and/or transfer seeking College Prepared students (lowest Math and/or English course was college level) who completed a degree, certificate, or transfer related outcome within six years.
(Optional this year)

69.7%	83.1%	77.9%	69.2%	64.8%	72.9%	18.3%	83.1%	No goal set		
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11) **Completion Rate - Unprepared for College** From the Student Success Scorecard, this measure is defined as the percentage of first-time degree, certificate, and/or transfer seeking Unprepared students (lowest Math and/or English course was below college level) who completed a degree, certificate, or transfer related outcome with six years.
(Optional this year)

40.8%	37.7%	40.2%	32.7%	32.6%	36.8%	8.2%	40.8%	40.0%	42.0%	40.0%	42.0%
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12) **Completion Rate - Overall** From the Student Success Scorecard, this measure is defined as the percentage of first-time degree, certificate, and/or transfer seeking students who attempted any level of Math and/or English in the first three years and who completed a degree, certificate, or transfer related outcome within six years.
(Optional this year)

48.7%	49.9%	50.0%	39.5%	38.9%	45.4%	11.1%	50.0%	No goal set		
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13) **Remedial Rate - Math** From the Student Success Scorecard, this measure is defined as the percentage of credit students who started below college level in Math and who went on to complete a college-level course in Math within six years.
(Optional this year)

28.5%	26.7%	25.6%	27.6%	25.5%	26.8%	3.0%	28.5%	29.0%	34.0%	29.0%	34.0%
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14) **Remedial Rate - English** From the Student Success Scorecard, this measure is defined as the percentage of credit students who started below transfer level in English and who went on to complete a transfer-level course in English within six years.
(Optional this year)

24.2%	24.7%	25.4%	27.2%	25.6%	25.4%	3.0%	27.2%	28.0%	33.0%	28.0%	33.0%
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15) **Remedial Rate - ESL** From the Student Success Scorecard, this measure is defined as the percentage of credit students who started below transfer level in ESL and who went on to complete a transfer-level course in ESL within six years.
(Optional this year)

0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	No goal set		
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16) **Career Technical Education Rate** From the Student Success Scorecard, this measure is defined as the percentage of students who completed more than eight units in courses classified as career technical education in a single discipline and who went on to complete a degree, certificate, or transfer to a four-year institution within six years.
(Optional this year)

38.7%	36.2%	37.3%	40.3%	41.5%	38.8%	5.3%	41.5%	No goal set		
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17) **Successful Course Completion** Defined as the percentage of fall term credit course enrollments where students earned a grade of C or better.
(Required)

63.8%	65.4%	66.4%	71.0%	69.1%	67.1%	7.2%	71.0%	70.0%	73.0%	70.0%	73.0%
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Institutional Effectiveness Partnership Initiative (IEPI) Indicators

Cerro Coso Community College 2017 College Indicator Results

College Indicators	Historic Results					Interpretive Measures			2016 IEPI Goals		2017 IEPI Goals	
	2011-12	2012-13	2013-14	2014-15	2015-16	Mean	Range	High	1 Year (2016-17)	6 Year	1 Year (2017-18)	6 Year

College Student Performance and Outcomes Indicators *continued*

18) **Completion of Degrees** Defined as the annual number of associate degrees completed.
(Optional this year)

203	261	249	337	296	269	134	337	No goal set		
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19) **Completion of Certificates** Defined as the annual number of California Community College Chancellor's Office approved certificates completed.
(Optional this year)

53	111	74	163	128	106	110	163	No goal set		
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20) **Transfers to 4-year Institutions** Defined as the annual number of students who transfer to a four-year institution (CSU, UC, private and out-of-state universities).
(Informational Only - No Goal Required)

230	184	185	184	158	188	72	230	No goal set		
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College Indicators	Historic Results					Interpretive Measures			2016 IEPI Goals		2017 IEPI Goals	
	2010-11	2011-12	2012-13	2013-14	2014-15	Mean	Range	High	1 Year (2016-17)	6 Year	1 Year (2017-18)	6 Year

21) **Transfer-level Math Year 1** From the Student Success Scorecard, this measure is defined as the percentage of first-time students who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math by the end of their first year.
(New for 2017 - Optional this year)

22.2%	20.0%	16.8%	19.2%	17.3%	19.1%	5.4%	22.2%	new for 2017		
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22) **Transfer-level Math Year 2** From the Student Success Scorecard, this measure is defined as the percentage of first-time students who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math by the end of their second year.
(New for 2017 - Optional this year)

28.3%	27.0%	26.8%	30.1%	32.5%	28.9%	5.7%	32.5%	new for 2017		
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23) **Transfer-level English Year 1** From the Student Success Scorecard, this measure is defined as the percentage of first-time students who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math by the end of their first year.
(New for 2017 - Optional this year)

15.8%	21.1%	26.1%	26.7%	23.0%	22.5%	10.9%	26.7%	new for 2017		
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24) **Transfer-level English Year 2** From the Student Success Scorecard, this measure is defined as the percentage of first-time students who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math by the end of their second year.
(New for 2017 - Optional this year)

30.2%	40.0%	41.8%	48.1%	42.8%	40.6%	17.9%	48.1%	new for 2017		
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Institutional Effectiveness Partnership Initiative (IEPI) Indicators

Cerro Coso Community College 2017 College Indicator Results

College Indicators	Historic Results					Interpretive Measures			2016 IEPI Goals		2017 IEPI Goals	
	2011-12	2012-13	2013-14	2014-15	2015-16	Mean	Range	High	1 Year (2016-17)	6 Year	1 Year (2017-18)	6 Year

College Student Performance and Outcomes Indicators *continued*

25) **Number of Low-unit Certificates** Defined as the number of certificates less than 18 units awarded (non-Chancellor's Office approved)
(New for 2017 - Optional this year)

2	24	29	14	15	17	27	29	new for 2017		
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26) **Median Time to Degree** Defined as the median number of years from the time of a student's first enrollment in a CCC until the time they receive an AA, AS, or ADT degree.
(New for 2017 - Optional this year)

4.3	4.3	3.7	4.3	3.7	4.1	0.6	4.3	new for 2017		
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27) **Number of Career Development and College Preparation Awards** From the Student Success Scorecard, this measure is defined as the number of CDCP certificates awarded.
(New for 2017 - Optional this year)

No CDCP Programs										
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College Indicators	Historic Results					Interpretive Measures			2016 IEPI Goals		2017 IEPI Goals	
	2009-10	2010-11	2011-12	2012-13	2013-14	Mean	Range	High	1 Year (2016-17)	6 Year	1 Year (2017-18)	6 Year

28) **Career Technical Education (CTE) Skills Builder** From the Student Success Scorecard, this measure is defined as the median percentage change in wages for students who completed higher level CTE coursework in a given year and left the system without receiving any type of traditional outcome such as transfer to a four year institution or completion of a degree or certificate.
(New for 2017 - Optional this year)

3.8%	5.9%	5.7%	12.1%	24.3%	10.4%	20.5%	24.3%	new for 2017		
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College Indicators	Historic Results										2016 IEPI Goals		2017 IEPI Goals	
	Jul-11	Feb-12	Jul-12	Feb-13	Jul-13	Feb-14	Jul-14	Feb-15	Jul-15	Feb-16	1 Year (2016-17)	6 Year	1 Year (2017-18)	6 Year

College Accreditation Status Indicators

29) **Accreditation Status**
(Required)

FA-N	FA-N	FA-N	FA-RA	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N
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Accreditation Status Descriptions:

FA-N: Fully Accredited - No Action

FA-SR/RA: Fully Accredited - Sanction Removed and Reaffirmed

FA-SC: Fully Accredited - Show Cause

WD: Accreditation Withdrawn

FA-RA: Fully Accredited - Reaffirmed

FA-W: Fully Accredited - Warning

FA-PT: Fully Accredited - Pending Termination

FA-RS: Fully Accredited - Restoration

FA-SR: Fully Accredited - Sanction Removed

FA-P: Fully Accredited - Probation

T: Accreditation Terminated (No longer used by the agency after July 2015)

IA: Initial Accreditation

RE-AP: Re-Application for Accreditation

Next Accreditation Visit:

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	2011-12	2012-13	2013-14	2014-15	2015-16	1 Year (2016-17)	6 Year	1 Year (2017-18)	6 Year

College Fiscal Viability Indicators

- 30) **Full-Time Equivalent Students** Defined as the annual number of full-time equivalent students (FTES).
(Optional this year)

3,234.7	3,048.1	2,902.6	2,534.9	2,953.1	No goal set		
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College Choice Indicators

- 31) **College Choice Student Achievement**

College must set a goal focused on unprepared students or basic skills students from indicators 11, 13, 14, 15, 21, 22, 23, or 24 above. In the narrative box below, note which indicator has been chosen.

(Required)

11

- 32) **Optional College Choice**

College may self-identify an indicator related to any topic. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.
(Optional this year)

- 33) **Noncredit College Choice**

College may self-identify an indicator related to noncredit students. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.
(New for 2017 - Optional this year)

Has your college developed, adopted, and publicly posted the goals framework pursuant to the requirements of Education Code section 84754.6?

(Required)

Yes / No Yes