



Institutional Effectiveness

Accreditation

Integrated Planning

Program Review

Outcomes Assessment

IEPI Targets

The Progress Report

Planning Progress Reports

One outcome of the planning survey distributed by the Institutional Effectiveness Committee in 2015 was the need to raise awareness throughout the college community about the institution's progress on matters of quality assurance relating to student learning and achievement. In fall 2016, the first issue of The Progress Report came out on the topic of integrated planning with the goal of 4-5 issues per semester. The newsletter goes out to all employees through cc_all and covers a variety of institutional effectiveness topics.

2018

- [Planning Progress Report 20180425 - Strategic Planning](#)
- [Planning Progress Report 20180411 - Strategic Planning](#)
- [Planning Progress Report 20180228 - Strategic Planning](#)
- [Planning Progress Report 20180207 - Strategic Planning](#)
- [Planning Progress Report 20180124 - Strategic Planning](#)

2017

- [Planning Progress Report 20170825 - CTE News](#)
- [Planning Progress Report 20170510 - Equity in Higher Education](#)
- [Planning Progress Report 20170301 - Student Learning Outcomes](#)
- [Planning Progress Report 20170208 - Student Success & Support Council](#)

2016

- [Planning Progress Report 20161118 - Integrated Planning](#)
- [Planning Progress Report 20161020 - Student Success and Support Program](#)
- [Planning Progress Report 20161005 - Accreditation](#)
- [Planning Progress Report 20160914 - Integrated Planning](#)

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

CAMPUSES & CENTERS

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Parking
Campus Info (including maps)
Google Maps

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- YouTube

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the PROGRESS REPORT

January 24, 2018



Strategic Planning

Happy New Year! 2018 might be the Year of the Dog, but here at Cerro Coso Community College, it is the year of the planning documents. BOTH our guiding principles (mission, vision, values, and institution-set standards) AND our accreditation Institutional Self-Evaluation Report are due. One is on a three-year cycle and the other on a seven-year cycle, and the next time they happen in the same year won't be until 2039.

But it IS happening this year, and one key part of the process is showing how we did on our 2015-2018 Strategic Goals. So we will be reporting out results over the next several Progress Reports, starting with...

Goal #1 – Maximize Student Success

Target Areas	Start	Target	Actual
Student Success Scorecard Completion Rate (6 year cohort):	50%	51%	39%
Annual Transfer Rate (6 year cohort)	49%	50%	29%
Student Success Scorecard Persistence Rate (6 year cohort):	64%	68%	60%
Student Success Scorecard Remedial English Rate (6 year cohort):	25%	28%	26%
Student Success Scorecard Remedial Math Rate (6 year cohort):	27%	30%	26%
Score on Community College Survey of Student Engagement area "Support for Learners"	49%	50%	47%

Well, not so good. Particularly disappointing is the Completion Rate, which is the percentage of students completing a degree, certificate, or transfer-related outcomes. One mistake we made in setting targets last time was that five of the six metrics were chosen as six-year cohort rates, meaning they were tracking students who entered into the college in 2010-11. These metrics were used because they are the same ones used by the Chancellor's Office for its Scorecard. But there is very little effect we can have on student success after so many years.

The good news is this year's strategic planning taskforce has learned the lesson, and next cycle's measures will be chosen for shorter terms to track actual progress made, such as course success rate, which saw a seven percentage point increase from 66.1% to 73.5% from 2015 to 2018 and our numbers of actual awards given, which increased over 150 degrees and certificates from 430 to 588!

Deary data aside, units, sections, and divisions across the college completed a number of action items in this area. Counseling worked hard to improve just-in-time communication to students by making Grad Guru available and implementing the Navigate system for better student onboarding. The CTE division did improve its completion rate across the board (from 36% to 42%). KRV and CTE implemented strategies to increase persistence like enhancing student support services and providing CTE-specific tutoring opportunities. Basic Skills onboarded the new position of LAC coordinator and started math and writing labs. ESCC increased the scope and use of its Learning Resource Center, increasing the number of workshops, receptions, and other events in the LAC. Access Programs vastly expanded EOPS opportunities, mostly to incarcerated students. And Distance Education improved online student engagement by transitioning us all to Canvas and offering a ton of training opportunities in interactive tools.

Good work, everybody!

Important Dates

Resource Request Analyses

Due Feb 15

- Facilities
- Information Technology
- Marketing
- Professional Development
- Staffing

Program Reviews

Due May 2018

- Administration of Justice
- Athletics
- Basic Skills
- Child Development/Early Childhood Education
- Child Development Center
- Kinesiology for Transfer
- Information Technology
- Library
- Maintenance and Operations
- Paralegal Studies
- Welding

Did you know?

The Chancellor's Office Student Success Scorecard rates are not based on all students attending the college but rather "cohorts", students who share certain characteristics, such as first-time students, students with behavioral intent, and only students with social security numbers. This explains why Cerro Coso shows a cohort of 547 students for 2010-11 instead of the thousands we actually served. Students are tracked for several years to give those in the pipeline a chance to complete the metric. More information is available at scorecard.cccco.edu.

the **PROGRESS** February 7, 2018 **REPORT**



Strategic Planning

This week, the Progress Report is reporting out on goal #2, Advancing Student Equity Measures. The original target of "1.0" for access, award completion, transfer, and persistence means that students are achieving milestones at the same rate as their proportion in the student body as a whole. So if 4.8% of students entering in 2014-15 were African Americans who identified degree and certificate completion as their educational goal, then 4.8% of all degree and certificate completions three years later (say) should be earned by African Americans. This ratio of 1.0 shows all students are completing at or near the same rates and the college has made progress on narrowing equity gaps.

Strategic Goal #2: Advancing Equity Measures

Unfortunately, the tracking mechanism we had pinned these metrics to, the Student Equity Plan, was significantly altered starting in 2015: age groups were dropped completely from the plan, then the plan was not required for two years, and when it came back, it was in a completely different form. The KCCD institutional research reports that addressed the plan were repurposed in the meantime to support guided pathways. As a result, no apples-to-apples comparison is available on our progress for goal #2.

Nevertheless, over the last four years, the college has embarked on a number of important initiatives to narrow equity gaps. These include the important work by faculty with open educational resources to remove barriers for students of low socioeconomic status, the redevelopment of the peer mentoring program in ACCESS, the efforts of some CTE programs to attract more male students, and the offering of the Umoja program to support African-American students.

Here are a variety of equity-related outcomes generated for recent projects:

- Access: Males comprised 41.2% of all students in 2016-17 (n=3,080), compared to 37.5% in 2013-14 (n=2,600)
- Course Completion: Students of low socioeconomic status (receiving financial aid) succeeded at a 69% rate in 2016-17 (n=2,859), compared to a 66% rate in 2015-16 (n=2,842)
- Course Completion: African American students succeeded at a 49% rate in 2016-17 (n=478), compared to 44% in 2015-16 (n=425)
- Course Completion: Students over 40 years of age in the inmate education program succeeded at a 83.4% rate in fall 2017 (n=440 enrollments), compared to 70.1% in the general population taking the same courses in the same semester (n=430 enrollments)
- Persistence: 90% of Umoja students who started in fall 2017 (n=20) persisted to enroll in the spring semester, compared to 47.8% of African Americans in the general population who started fall 2015 and persisted to spring 2016 (n=45), the most recent year we have data for.

Important Dates

Resource Request Analyses

Due Feb 15

- Facilities
- Information Technology
- Marketing
- Professional Development
- Staffing

Program Reviews

Due May 2018

- Administration of Justice for Transfer
- Athletics
- Basic Skills
- Early Childhood Education for Transfer
- Child Development Center
- Kinesiology for Transfer
- Information Technology
- Library
- Maintenance and Operations
- Paralegal Studies
- Welding

Did you know?

Since 2014, monitoring and narrowing equity gaps has been a primary mission of the California Community Colleges on a par with access and success. In 2017's Vision for Success, our system's new chancellor, Eloy Ortiz Oakley, boldly called for the cutting achievement gaps by 40 percent within 5 years and fully closing achievement gaps within 10 years.

the **PROGRESS REPORT**

February 28, 2018



Strategic Planning

This week, the Progress Report is reporting out on goal #3, Ensure Student Access. The first of the two objectives for this goal was to optimize student enrollment, which over the last three years meant to increase size overall as measured by FTES as well as grow the enrollments of high school students taking classes with us (“concurrent enrollments”) as a means to get credits and smooth their transition to college. The second objective was to be the higher education of option of first choice, measured by the rate of high school students choosing Cerro Coso over other higher education options and by the number of adults served per 1,000 population. Here is how we fared (last year of available data):

Strategic Goal #3: Ensure Student Access

3.1 - Optimize Student Enrollment

	Start	Target	Result
Annual FTES	2,720	3,000	2,846 (16-17)
Number of Concurrent Enrollments	304	350	545 (15-16)

3.2 - Be the Higher Education Option of First Choice

	Start	Target	Result
Feeder High School Enrollment Rate	27.9%	30%	25.4% (class of 2016)
Adult Participation Rate	96.4	140.0	86.3 (15-16)

The bottom two were stretch goals no doubt, but our adult participation rate of 86 adults (18-70) served per 1,000 in the service area is still the best in the district over Bakersfield (60.4) and Porterville (75.4). The high school yield, after four straight years of decline, was back on the upswing last year, from 24.2% to 25.4% (n=1,072). As for FTES, though falling short in 16-17, we are on track to top 3,000 in 17-18, and the number of concurrent enrollments continues to skyrocket with the variety of opportunities now being offered across the service area. Enrollments in just high school dual enrollment classes (a subset of all concurrently enrolled students) jumped from 73 in 13-14 to 791 in 16-17!

These numbers are all headed in the right direction because of the hard work being done at every campus location: inmate education at East Kern, new dual and concurrent enrollment partnerships at ESCC and KRV, new programs in CTE in information technology and public services, expansion of the Tehachapi evening program. In addition, innovations and services like Navigate, financial aid TV, college rebranding, the development of the Cerro Coso College Promise program, two new athletic teams, stabilized tutoring and library services at all sites, regular working meetings with local-area superintendents and principals, and, yes, even construction at Mammoth and IWV are all aiding these efforts to provide complete campuses and grow the college.

Important Dates

Budget Development Committee

First Meeting, February 28

Program Reviews

Due May 2018

- Administration of Justice for Transfer
- Athletics
- Basic Skills
- Early Childhood Education for Transfer
- Child Development Center
- Kinesiology for Transfer
- Information Technology
- Library
- Maintenance and Operations
- Paralegal Studies
- Welding

Did you know?

When annual FTES are reported to the state, summer classes can be reported in either year if they cross fiscal years ... which is the vast majority. This explains why you’ll sometimes see different numbers: a strict “year-to-year” calculation for 2016-17, for example, comes in at 2,846 FTES, but it’s 2,980 on the Chancellor’s Office official 320 Report because KCCD was maximizing access to growth funding.

the PROGRESS REPORT

April 11, 2018



Strategic Planning

This week, the Progress Report is reporting out on goal #4, Enhance Community Connections. The first of the two objectives was to provide workforce and economic development programs that respond to local industry. This was measured by the percentage of career and technical programs meeting the core indicators goals of the federal VTEA program, such as improving the number of traditionally underserved populations and improving percentage of graduates employed in the field. The second objective was to reflect the communities we serve, and this meant in particular to increase male and Hispanic applicants in our hiring pools. Three years ago men made up 52% of the general population yet accounted for only 36% of applicants for jobs, while Hispanics accounted for 23% of the general population yet made up only 7%. Targets were set to bring those into alignment. Here is how we fared on those objectives (last year of available data):

Strategic Goal #4: Enhance Community Connections

4.1 – Respond to Local Industry	Start	Target	Result
Percentage of CTE programs meeting VTEA goals	44%	58%	54% (16-17)
Chancellor’s Office Scorecard CTE Completion Rate	36%	40%	41.5% (10-11)
4.2 – Reflect the Communities We Serve	Start	Target	Result
Percentage of Diversity in Applicant Pools			
Male	36%	52%	40% (16-17)
Hispanic	7%	23%	15% (16-17)

While the college met only one of its targets outright, it has made solid progress on all four. This has been accomplished through such projects as collaborations with local high schools and adult schools to ‘declutter’ adult education through the AB86 block grant law as well as alignment of best practices with Doing What Matters at the regional and state level, including implementing the Strong Workforce program and reviewing and analyzing data available at the state’s LaunchBoard site. In the last three years, the college has started four new programs in the area of information technology, including a very popular cyber-security certificate and degree. In hiring practices to better reflect the communities we serve, the college continues to follow best practices for attracting a qualified diverse pool, including targeted advertisement in our local communities.

Congratulations!

The following program reviews have been completed this year already and presented at College Council:

- Administration of Justice
- Kinesiology
- Library
- Paralegal
- Welding

Thanks for all your hard work. Job well done!

Did you know?

The state of California has made concerted progress in the last few years on tracking employment outcomes of community college students. One of the most powerful and easiest to use platforms to see this information is LaunchBoard at Cal-Pass Plus. Not only does it provide detailed information on the college’s performance in CTE and non-CTE programs alike—including student characteristics, milestones, and success—but it also provides Strong Workforce program metrics and results of the CTE Outcomes Survey. A wealth of information! Check out how we’re doing at <https://www.calpassplus.org/Launchboard/Home.aspx>.

the PROGRESS REPORT

April 25, 2018



Strategic Planning

This week, the Progress Report is reporting out on the final of the 2015-2018 Strategic Plan goals, Strengthening Organizational Effectiveness. Unlike the others, this final goal covers a lot of ground in a variety of different areas for the general improvement of operations and climate. They include such objectives as enhancing trust, increasing professional development opportunities, hitting benchmark accountability measures, improving facilities, and growing revenue. Also, unlike earlier goals, not all objectives had measures and not all objectives had targets. Since several of the measures involved employee satisfaction, they were assessed by questions on KCCD's biannual Climate Survey sent out to district-wide, and then results grouped by college. Because of the timing of the Climate Surveys once every two years in even years, there was only one survey conducted during this 3-year span (2016) so only one opportunity for improvement. The next Climate Survey is scheduled for fall 2018.

Strategic Goal #5: Strengthening Organizational Effectiveness

Provide Effective Professional Development	Start	Target	Result
% employees who feel they have adequate training	80%	82%	77%
% employees who feel there are opportunities to grow	68%	73%	68%
% employees who feel encouraged and supported	78%	81%	80%
Meet or Exceed Internal and External Standards			
% SLO's at course level with ongoing assessments	68%	95%	89% (16-17)
Increase Trust and Create Collaborative Culture			
% employees who feel:			
Relevant information is communicated through the organization	67%	72%	66%
My representative in governance adequately informs me about important college issues	73%	77%	78%
My representative in governance asks for my input on important issues	65%	70%	69%
Information flows well upward through the organization	51%	57%	68%
Information flows well downward through the organization	48%	53%	56%
My supervisor keeps me informed of issues relevant to my job	77%	82%	76%
My supervisor asks for my input before making decisions that affect my work	72%	78%	71%
Improve Facilities and Maintenance			
% employees who feel facilities are adequately maintained	72%	77%	70%
% work orders completed	88%	93%	76%

Did you know?

The Climate Survey is one of several surveys administered by the college and district to get feedback on the effectiveness of their operations. In addition, the college puts out a College Planning Survey for employees and a Student Experience Survey for students once every two years and the College Council Governance survey yearly. In the past, these have been sent out to all employees and students, but starting this year they will be moved to random sampling as a best practice. So if you get an invitation to participate in a survey, please know that not everyone will be getting one and taking the few minutes to complete it will help us know where we stand. Thanks!