



**2015 Annual Report**  
**Final Submission**  
03/30/2015

Cerro Coso Community College  
3000 College Heights Boulevard  
Ridgecrest, CA 93555

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Corey Marvin
3.	Phone number of person preparing report:	760-384-6201
4.	E-mail of person preparing report:	cmarvin@cerrocoso.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="https://www.cerrocoso.edu/sites/cerrocoso.edu/files/Catalog2014-2015_0.pdf">https://www.cerrocoso.edu/sites/cerrocoso.edu/files/Catalog2014-2015_0.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="https://www.cerrocoso.edu/accreditation">https://www.cerrocoso.edu/accreditation</a>
6.	Total unduplicated headcount enrollment:	Fall 2014: 4,845 Fall 2013: 4,647 Fall 2012: 4,994
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	4,165
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	438
9.	Number of courses offered via	Fall 2014: 152 Fall 2013: 153

	distance education:	Fall 2012: 159
10.	Number of programs which may be completed via distance education:	29
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,036 Fall 2013: 3,187 Fall 2012: 3,295
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

#### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	64%									
14b.	Successful student course completion rate for the fall 2014 semester:	71%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>220</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>175</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>55</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	220	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	175	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	55
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	220									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	175									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	55									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	264									
	Number of students who received a degree in the	198									

16b.	2013-2014 academic year:				
16c.	Number of students who received a certificate in the 2013-2014 academic year:	75			
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	150			
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	184			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No			
18b.	If yes, please identify them:	n/a			
19a.	Number of career-technical education (CTE) certificates and degrees:	28			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	14			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	12			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard (%)</b>	<b>Pass Rate (%)</b>
	Licensed Vocational Nurse	51.39	national	65 %	76.9 %
	Emergency Medical Technician	51.09	national	65 %	80 %
	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard (%)</b>	<b>Job Placement Rate (%)</b>	
	Business	52.01	50 %	53.85 %	
	Business Office Technology	52.04	50 %	36.36 %	

21.	Web Professional	11.08	50 %	50 %
	Computer Information Systems	11.01	50 %	28.57 %
	Welding Technology	48.05	50 %	65.75 %
	Medical Assisting	51.08	50 %	68.75 %
	Licensed Vocational Nurse	51.39	50 %	72.73 %
	Emergency Medical Technician	51.09	50 %	100 %
	Child Development	19.07	50 %	61 %
	Paralegal	22.03	50 %	50 %
	Human Services	44.00	50 %	60 %
	Administration of Justice	43.01	50 %	77.36 %

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Basic Skills Course Success Rate	Number of enrollments in basic skills courses with grades of A, B, C, or P over total number of enrollments at census day	60.0%
Online Course Success Rate	Number of enrollments in online courses with with grades of A, B, C, or P over total number of enrollments at census day	60.0%

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

23. Institution-set standards have been institutionalized as a component of the mission review cycle. The College felt that since the standards are a measure of how well it is achieving its mission, a regular review of the standards for relevance, currency, and appropriateness should be carried out at the same time and on the same three-year cycle as that for mission, vision, values, and strategic goals. This gives the institution-set standards not just a locked-down place in the structure of the college's evaluation and planning processes but also a schedule for regular review. In 2014-15, when the College undertook its next mission review, institution-set standards were included, and changes made. Persistence was dropped as an optional measure but Basic Skills Course Success and Online Course Success were added—providing better alignment with those major and explicit items in the mission.

**Student Learning Outcomes and Assessment**

#	Question	Answer
	Courses	
a.	Total number of college courses:	385

24.	b.	Number of college courses with ongoing assessment of learning outcomes	239
		Auto-calculated field: percentage of total:	62.1
Courses			
25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	42
	b.	Number of college programs with ongoing assessment of learning outcomes	30
		Auto-calculated field: percentage of total:	71.4
Courses			
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	12
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	11
		Auto-calculated field: percentage of total:	91.7
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:		<a href="https://www.cerrocoso.edu/institutional-effectiveness/slo-assessment-results">https://www.cerrocoso.edu/institutional-effectiveness/slo-assessment-results</a>
28.	Number of courses identified as part of the general education (GE) program:		119
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		69%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :		146
32.	Number of Institutional Student Learning Outcomes defined:		7
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		0%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100%

Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).

35.

The College's ILOs are published on the College's website and are directly linked with Institutional Planning. Throughout the past two years, various groups, such as the SLO Committee, Institutional Effectiveness Committee, and the Strategic Planning Committee have engaged in significant discussions regarding ILOs, with specific emphasis on how to advance the intentional and meaningful implementation college wide. The 2013 Comprehensive Annual Assessment Report identified the need for a direct measure of ILOs, either to supplement or replace CCSSE, which was previously used. The recent revision to the ACCJC Standards has provided clarity and direction. The College is in the process of actively revisiting ILOs and developing effective practices for measuring ILOs in both instructional and non-instructional areas.

**Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.**

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

36.

The College's Annual Integrated Planning includes Division Plans, Section Plans and Unit Plans. Programs have historically addressed SLO and PLO data in their AUP, however, in fall 2013, more intentional language was added to encourage discussion of significant assessment findings, specifically requiring programs to address "progress made" on previous assessment goals, along with identification of gaps and planned improvements, towards outcome assessment. Programs provide aggregated Student Learning data in both the AUP and Program Review process. There is widespread dialogue throughout the process, both at the program and department level. The Student Learning Outcome Committee annually reviews the AUPs, identifying themes and gaps, which serve to inform both planning and identification of training needs. The results of this review are included in the SLO Committee's Comprehensive Annual Assessment Report. The SLO Coordinator, in conjunction with the Curriculum and Instruction Committee, is working more closely with faculty and departments as they seek to align with C-ID and transfer degree models, ensuring Learning Outcomes align with the program's goals, the ILOs and ultimately the College's strategic goals and mission.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250

character limit, approximately 250 words).

37.

The College maintains a planning section on the website, where SLO resources and data is housed. Formal and informal resources are available for faculty, staff, students and the public. These resources highlight best practice and effective strategies in learning outcome assessment and can provide guidance for faculty and staff, and a context through which to interpret the information for students and the public. The SLO Coordinator is available to meet with groups of faculty or staff and is an active member of the curriculum instruction, student learning outcome and institutional effectiveness committees, effectively connecting and ensuring consistency. The AUP and Program Review templates require programs and units to link SLO and PLO data to budget requests. SLOA information and results directly impact student behavior and achievement as faculty and staff identify best practices and collaboration opportunities both internally and externally with colleagues. The College's 2012 Institutional Self Evaluation Report identified the need to develop a schedule creating a cohesive plan connecting SLO and PLO assessment. Over the past year, faculty chairs have completed a schedule for PLO assessment, illustrating how course assessments connect within the program and opening dialogue at all levels.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

38.

Intentional dialog related to SLO assessment, data, and student success takes place across the college at the department and program level, at curriculum and SLO committees, within professional developmental workshops, and also through participatory governance groups, such as the institutional effectiveness committee, college council, and the budget development committee. Divisions, Units, Programs and Departments must directly tie gaps in SLO assessment and student success to requests for resources. Programs and departments engage in dialog related to SLO data, and identify gaps. Plans to remediate gaps are provided at time of assessment and are reported and updated in the annual unit plans and Program Review. Resources support units, such as information technology and professional development, work to identify themes from unit plans. A three-year comparison of student learning outcome assessment (2012 through 2014) reveals an institutional shift away from a need to revise assessment methods, to a greater emphasis on specific instructional techniques. More specifically, the need for assessment revision has fallen by 55%. This is a direct result of robust and pervasive dialog and targeted training across the institution.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

39.

In English, the assessment process revealed undesired redundancies and gaps in the basic skill level courses, resulting in revision of course content and student learning outcomes, to make them articulate more effectively with each other and increase the reading and grammar emphases in both classes. Improvements in Basic Skills English will have a positive and direct impact on student learning and success across discipline. In both Child Development and Physical Education, the departments have used the SLO assessment process and resulting data to identify and provide discipline related, common language and consistent expectations across courses. In both departments,

analysis of the SLO assessment identified the need for a common thread between each set of COR's. The Physical Education Department has responded by revising assessments and rubrics. The Child Development Department has responded by convening a department wide summit to increase the intentionality of direct instruction and ensuring that specific instructional techniques and expectations create a scaffold throughout the program, supporting student success in both the course and program level. These practices will facilitate more cohesive services for students, including advising and instruction.

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 2 2012-13: 2 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Location and/or Geographic Area Served Courses and/or Programs (additions and deletions) Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	creation of new ADT's in both onsite and online environments; new programs offered at extension sites; possible new location or area served

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Eastern Sierra College Center/Mammoth Lakes 101 College Parkway Mammoth Lakes, CA 93546  Eastern Sierra College Center/Bishop 4090 W. Line Street Bishop, CA 93514  Kern River Valley Outreach 5520 Lake Isabella Blvd. Lake Isabella, CA 93240  East Kern Center 140 Methusa Ave., Bldg. 2453 Edwards AFB, CA 93524-1400
43.	List all of the institutions instructional sites out of state and outside the United States:	None



**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

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