

Financial Aid

Student Headcount, Unduplicated ¹	2012-13		2013-14		2014-15		2015-16		2016-17		Collegewide
	#	% change prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	2016-17
Students Awarded Financial Aid	2,656	--	2,812	6%	2,804	0%	2,842	1%	2,859	1%	8,989
<i>Percent of all students²</i>	30%		33%		35%		34%		32%		

Demographic Information	#	%	#	%	#	%	#	%	#	%	#	%
Gender³												
Female	1,800	68%	1,919	68%	1,940	69%	1,943	68%	1,730	61%	5,310	59%
Male	846	32%	882	31%	860	31%	896	32%	1,092	38%	3,574	40%
Age³												
19 & Younger	424	16%	442	16%	455	16%	428	15%	427	15%	1,848	21%
20-29	1,237	47%	1,328	47%	1,313	47%	1,351	48%	1,282	45%	3,672	41%
30-39	530	20%	540	19%	568	20%	595	21%	636	22%	1,837	20%
40 & Older	465	18%	502	18%	468	17%	468	16%	512	18%	1,632	18%
Ethnicity												
African American	170	6%	191	7%	197	7%	199	7%	234	8%	478	5%
American Indian	95	4%	88	3%	75	3%	87	3%	75	3%	127	1%
Asian/Filipino/Pacific Islander	83	3%	73	3%	82	3%	98	3%	94	3%	366	4%
Hispanic/Latino	800	30%	992	35%	1,047	37%	1,084	38%	1,032	36%	3,574	40%
White	1,362	51%	1,293	46%	1,223	44%	1,206	42%	1,162	41%	3,940	44%
Two or more races	139	5%	160	6%	170	6%	165	6%	149	5%	385	4%
Not Reported	7	0%	15	1%	10	0%	3	0%	113	4%	119	1%

Enrollments – Productivity - Outcomes	2012-13	2013-14	2014-15	2015-16	2016-17	Collegewide
Enrollment at Census ⁴	11,953	12,789	12,644	12,386	11,989	25,473
Average Enrollments/Student	4.5	4.5	4.5	4.4	4.2	2.8
FTES ⁵	1,418.8	1,507.8	1,500.5	1,485.4	1,449.5	2,795.1
Retention Rate ⁶	82%	82%	83%	84%	88%	89%
Success Rate ⁶	65%	64%	67%	66%	69%	73%

math lab from the writing lab and the open lab.

KRV

KRV continues to experience a large volume of student visits in the math lab; however, the writing lab struggles to engage students. Peer tutoring has continued to be popular on campus (IWW and KRV) as visits have been steady, even in light of an increasingly popular math lab.

ESCC

Math and writing labs at ESCC continue to be rather underused (124 visits over the 2016-17 year, both campuses combined). On the other hand, LAC faculty were quite busy last year (751 visits in Mammoth and 848 visits in Bishop – 200 unduplicated students). Further, 80% of students who worked with LAC faculty found success in the course they received tutoring for. These large numbers of LAC visits encompass those students who worked with one of the two LAC faculty.

Last year, the LAC had outside funding that allowed it to hire a second LAC faculty and increase the total amount of accessibility to LAC services by double (52 hours compared to 26). This increase in hours made the LAC available every day at Bishop and Mammoth.

Since the loss of those funds, the LAC has been reduced to 26 hours per week which will restrict the days the LAC can remain open to 2 days at Mammoth and 2 days at bishop. We do expect a dramatically lower number of visits in the coming year.

The mission of Cerro Coso's Learning Assistance Center Unit is "to collaboratively provide a variety of learning support services for our students, traditional and distance, to promote and demonstrate learner success by teaching learning skills applicable to college environments and to future employment." The ESCC LAC provides a variety of learning support services delivered primarily through the LAC faculty for both traditional and distance students in the ESCC service area. Last year, approximately 41% of ESCC's unduplicated students used the LAC. In addition, the LAC faculty supports the approximately 100 concurrently enrolled online students in ESCC's service area. The ESCC LAC faculty demonstrates learner success by providing workshops and presentations in the LAC and during classes on various learning skills applicable to college environments. Further the LAC faculty collaborates with local employers and Cerro Coso's Career Center to connect students with local employment and career opportunities. ESCC's LAC relies exclusively on LAC faculty to provide learning support services at ESCC. In order for students to have sufficient access to LAC services, ESCC recommends a minimum of 6.5 hours/day—Mondays through Thursdays during Fall and Spring semesters—(26 hours/week) at each site, for a total of 52 hours/week at ESCC. The LAC faculty are paid \$30/hour. ESCC is requesting that the LAC fund 34% (\$18,840) of ESCC LAC faculty hours for 2018-19.

Tehachapi

2016-17 is the first year Tehachapi offered peer tutoring. Tehachapi has not successfully hired more than one English tutor in the past year. That tutor is progressively getting more appointments; however the demand has not grown enough to warrant more than one tutor, if for anything other than increased availability. The LAC will make an effort to recruit new tutors in a wider variety of subjects.

The math lab seems to be increasing in visits; however, data collection in the first semester was not in place, thus numbers shown in the chart above only represent the Spring 2017 semester. There is not a current need to increase math lab hours. Also, we have been unable to secure a writing lab faculty to work in Tehachapi.

Strategies Still to be Addressed:

Program Review, six-year goal

Implement equitable programs across all Cerro Coso sites and online

Equitable services are offered across sites with the exception of online. Online continues to be a challenge especially in creating an online math and writing lab. The LAC is currently allocating funds and efforts to the on-ground labs and are skeptical to reduce the number of hours on-ground and redirect them online. While redirecting efforts online is certainly a worthwhile endeavor, it has yet to be attempted. Data regarding popular times that students are studying online would be quite helpful as we could align lab times to coincide with our students' hours of availability.

Annual Planning: Actions Taken