

# ARCC 2012 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Student Progress and Achievement Rate</b>	50.5%	52.9%	50.5%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Percent of Students Who Earned at Least 30 Units</b>	64.0%	67.7%	68.9%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
<b>Persistence Rate</b>	53.7%	60.0%	53.1%



# ARCC 2012 Report: College Level Indicators

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### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	65.8%	68.8%	67.0%

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	55.1%	50.8%	53.6%

**Table 1.5:**  
Improvement Rates for  
ESL and Credit Basic  
Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
<b>ESL Improvement Rate</b>	0.0%	22.2%	31.6%
<b>Basic Skills Improvement Rate</b>	53.0%	52.9%	53.1%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%



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### College Profile

**Table 1.7:**  
Annual Unduplicated  
Headcount and Full-Time  
Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
<b>Annual Unduplicated Headcount</b>	8,568	9,424	9,301
<b>Full-Time Equivalent Students (FTES)</b>	3,140	3,592	3,464

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

**Table 1.8:**  
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
<b>19 or less</b>	19.9%	18.5%	18.6 %
<b>20 - 24</b>	19.5%	20.3%	23.7 %
<b>25 - 49</b>	43.4%	47.2%	47.6 %
<b>Over 49</b>	17.3%	14.0%	10.2 %
<b>Unknown</b>	.%	.%	. %

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2008-2009	2009-2010	2010-2011
<b>Female</b>	61.1%	58.6%	60.1%
<b>Male</b>	38.6%	41.2%	39.6%
<b>Unknown</b>	0.3%	0.2%	0.3%

Source: Chancellor's Office, Management Information System



# ARCC 2012 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Profile

**Table 1.10:**  
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
<b>African American</b>	4.3%	2.9%	4.7%
<b>American Indian/Alaskan Native</b>	3.1%	1.6%	2.4%
<b>Asian</b>	3.2%	1.5%	2.4%
<b>Filipino</b>	1.7%	1.0%	1.7%
<b>Hispanic</b>	13.2%	18.4%	21.4%
<b>Pacific Islander</b>	0.5%	0.3%	0.3%
<b>Two or More Races</b>	.%	0.9%	2.9%
<b>Unknown/Non-Respondent</b>	7.7%	39.6%	4.3%
<b>White Non-Hispanic</b>	66.5%	33.7%	59.9%

Source: Chancellor's Office, Management Information System



# ARCC 2012 Report: College Level Indicators

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### College Peer Grouping

**Table 1.11:** Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.5	48.3	34.9	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	68.9	69.7	57.8	80.0	B1
C	Persistence Rate	53.1	57.8	46.3	74.5	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.0	73.3	64.0	88.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.6	58.5	40.8	70.2	E4
F	Improvement Rate for Credit Basic Skills Courses	53.1	58.1	41.6	72.1	F5
G	Improvement Rate for Credit ESL Courses	31.6	45.6	.0	78.6	G1

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2012 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Self-Assessment

Established in 1973, Cerro Coso Community College is one of three colleges within the Kern Community College District. Cerro Coso serves a rural population scattered over 18,000 square miles, the largest community college service area in California. To serve its far reaching communities, Cerro Coso has been offering online classes since 1997 and offers 16 Associate degrees entirely online and as many as 160+ classes online each year.

In 2011, the college conducted a research project to examine factors contributing to our recent middle-of-the-pack outcomes in the SPAR. Better orientation and more expanded offerings of student success courses were determined to be the best intervention on the short-term the college could use to increase these numbers. On the longer term, additional changes include giving priority registration to those completing all matriculation components, more tightly integrating programs of study, and structuring academic pathways to facilitate completion.

These changes are expected to positively affect the 30 Unit and Persistence metrics. Some of the trends in these metrics date back to expansion of the online program, which caused the college to now serve more part-time students than full-time (81%-17%), and more students enrolled in fewer than six units than more (51%-49%). Other demographic factors—such as the large proportion of older students in the small rural communities Cerro Coso serves—means that fewer students are included in the ARCC cohort who complete all matriculation components and pursue a program through to completion. A recent external scan showed the college has a large number of local students 25-40 years old without a college or high school diploma. The college has plans to 1) better determine the educational needs of this population, 2) schedule courses at our local centers to serve those needs more effectively, 3) and reduce the number of full online offerings, creating more hybrid courses with an onsite component.

The study also revealed that Cerro Coso has proportionately fewer students included in the SPAR and 30 Unit cohort than other schools. In prior years, the college enrolled a large number of concurrent high school students. This decline in these enrollments in recent years corresponds with the decline in SPAR and Persistence rates since such students tend to be better completers down the line.

Basic Skills has concentrated efforts in the past two years on improving the instruction of learning/study and self-efficacy skills directly in the classroom resulting in a positive trend in both ARCC Basic Skills measures.

Vocational Education Completion rates continue to lag behind our cohort and are being addressed. A grant-funded initiative underway to more successfully integrate Basic Skills into the CTE curriculum—especially within the first semester—will positively impact future results.

The Improvement Rate for Credit ESL courses is unacceptably low. We run only six ESL classes a year taught by a single adjunct instructor. Though the score is higher than last year and trending in the right direction, special care will be taken to provide additional training and support for this individual.



# ARCC 2012 Report: College Level Indicators

## Chabot College

Chabot-Las Positas Community College District

### College Performance Indicators

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Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Student Progress and Achievement Rate</b>	50.4%	49.8%	53.7%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Percent of Students Who Earned at Least 30 Units</b>	73.5%	72.1%	74.7%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
<b>Persistence Rate</b>	72.7%	72.3%	70.4%

