

## Cerro Coso Community College Six Year Student Enrollment Distribution Trend Across CC Instructional Sites and CC Online

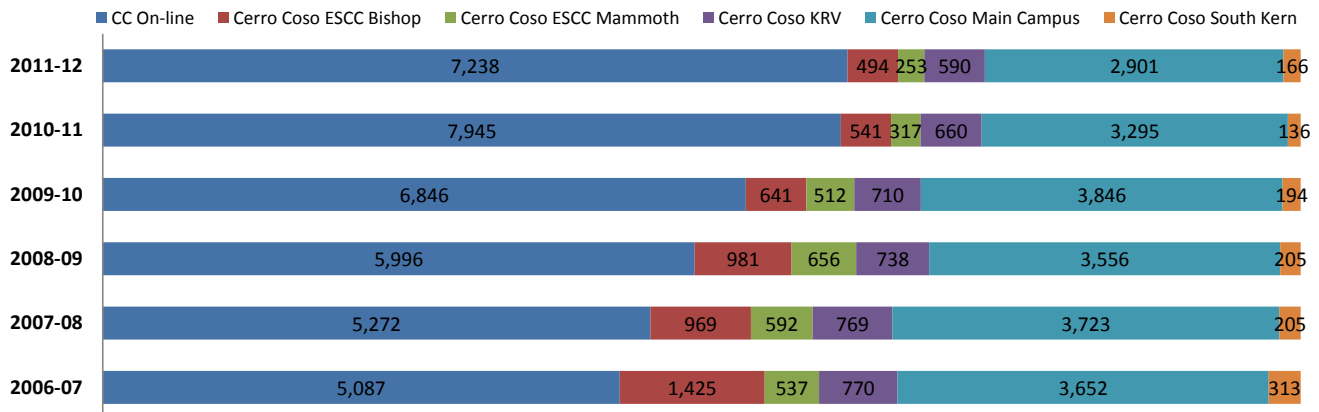
From the 2006-7 to the 2011-12 Academic Year, the type and nature of enrollment at Cerro Coso has seen marked shifts. Overall headcount has moved very little between the first and last year of this evaluation period, however there have been fluctuations in between, such as the peak enrollment which occurred in Fall 2010 dropping 10.4% by Fall 2011.

One of the most marked changes is seen on the Six-Year Student Enrollment Distribution Trend chart below. Enrollments have declined at all physical campuses but have increased in CC Online. Percentage change of enrollments from 2006-7 to 2011-12 at the physical sites have declined by 66.5% at Bishop, 52.9% at Mammoth, 23.4% at Kern River Valley, and 47% at South Kern. Online enrollments have increased 42.3% in the same period.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2006-7 to 2011-12 %age Change
<b>CC On-line</b>	5,087	5,272	5,996	6,846	7,945	7,238	42.3%
<b>Main Campus</b>	3,652	3,723	3,556	3,846	3,295	2,901	-20.6%
<b>Kern River Valley</b>	770	769	738	710	660	590	-23.4%
<b>ESCC Bishop</b>	1,425	969	981	641	541	494	-65.3%
<b>ESCC Mammoth</b>	537	592	656	512	317	253	-52.9%
<b>South Kern (Edwards)</b>	313	205	205	194	136	166	-47.0%
<b>Sum</b>	<b>10,191</b>	<b>9,937</b>	<b>10,235</b>	<b>11,053</b>	<b>11,341</b>	<b>10,164</b>	<b>-0.3%</b>

*Note: while sums are unduplicated, campus totals may be duplicated to account for students enrolling at multiple campuses.*

### Six-Year Student Enrollment Distribution Trend Across CC Instructional Sites & CC Online

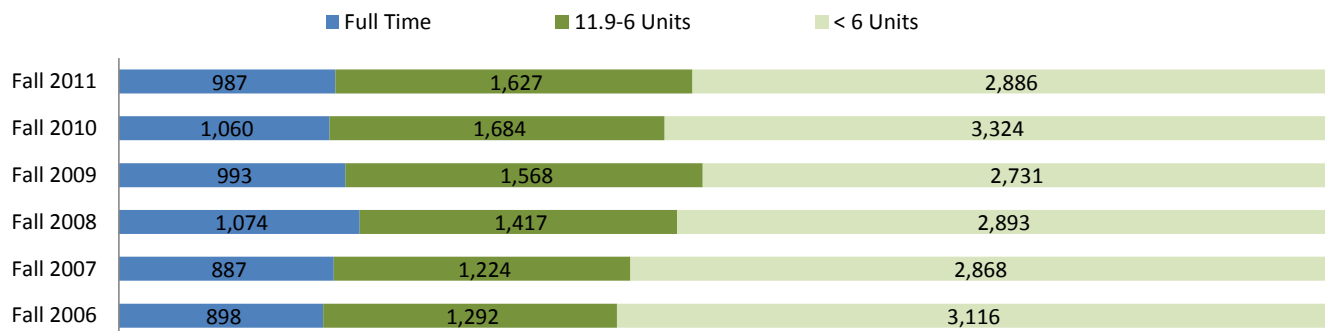


## Cerro Coso Community College Part Time/Full-Time Student Distribution Fall 2006-2011

The proportion of students attending part time at Cerro Coso has remained relatively consistent over the period of study, especially with the overwhelming evidence elsewhere documenting the relationship between degree completion and full-time enrollment, but under analysis, the surprise has been the number of students taking less-than-three units. Therefore, for Cerro Coso, it is useful to break down part-time enrollments into less-than-6 units, 6-11.9 units and full-time (12 or more units).

More than half of fall students during the period of study (2006-7 through 2011-12) at CC were enrolled less-than-6 units. In fall 2006, 16.9% of students were enrolled full time, with 83% part time. By fall 2011, the percentage of full-time students had increased to 18.6%. The larger shift was in students enrolled 6 -11.9 units that semester from 24.3% to 30.7%. A shift in the Less-Than-6-Units students from 58.7% to 54.4% may reflect declines in older students taking physical education and other personal growth classes in recent years.

### Cerro Coso Community College Part-Time/Full-Time Students Fall 2006-11



	Full-Time		Part -time				Semester Total
	12 or more units		11.9-6 units		Less Than 6 units		
	Students	% of Sem	Students	% of Sem	Students	% of Sem	
<b>Fall 2011</b>	987	18.6%	1,627	30.7%	2,886	54.4%	5,500
<b>Fall 2010</b>	1,060	20.0%	1,684	31.7%	3,324	62.6%	6,068
<b>Fall 2009</b>	993	18.7%	1,568	29.6%	2,731	51.5%	5,292
<b>Fall 2008</b>	1,074	20.2%	1,417	26.7%	2,893	54.5%	5,384
<b>Fall 2007</b>	887	16.7%	1,224	23.1%	2,868	54.1%	4,979
<b>Fall 2006</b>	898	16.9%	1,292	24.3%	3,116	58.7%	5,306

**Institutional Research**

Source: ODS>CC View-Term Units>Alt

File: Unit Load distribution 2006-2012

Rundate: 4/4/2012

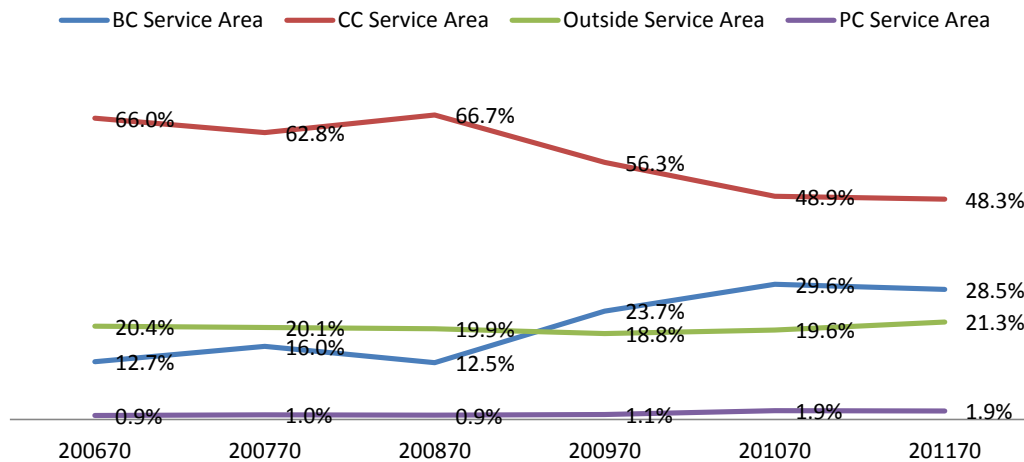
Rev: 6/13/12

# Whom does Cerro Coso Community College Serve?

## Cerro Coso Students/Enrollments by Service Area 2006-2011

During this period, an increasing number of students at the two other district colleges of Bakersfield College (BC) and Porterville College (PC) have drifted to CC Online. As seen in the chart below comparing fall enrollments, the percentage of BC students has more than doubled from 2006 to 2011 from 12.7% to 28.5%, mostly online. The number of students from outside our service area has increased slightly (as a proportion of overall enrollment) while the number of students from the CC service area has decreased as a proportion of overall enrollment from 66% to 48.3%.

**Percentage of Cerro Coso students each fall by service area student of residential address**



### Student Headcount by Service Area

	200670		200770		200870		200970		201070		201170	
	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students
<b>BC Service Area</b>	718	12.7%	877	16.0%	728	12.5%	1,476	23.7%	1,941	29.6%	1,637	28.5%
<b>CC Service Area</b>	3,744	66.0%	3,443	62.8%	3,897	66.7%	3,502	56.3%	3,204	48.9%	2,770	48.3%
<b>Outside Service Area</b>	1,160	20.4%	1,104	20.1%	1,163	19.9%	1,171	18.8%	1,284	19.6%	1,224	21.3%
<b>PC Service Area</b>	51	0.9%	55	1.0%	53	0.9%	67	1.1%	125	1.9%	107	1.9%
<b>Sum</b>	<b>5,673</b>		<b>5,479</b>		<b>5,841</b>		<b>6,216</b>		<b>6,554</b>		<b>5,738</b>	

### Enrollments by Service Area

	200670		200770		200870		200970		201070		201170	
	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts
<b>BC Service Area</b>	1,167	8.7%	1,385	11.0%	1,176	8.4%	2,371	17.3%	2,943	21.1%	2,455	20.4%
<b>CC Service Area</b>	9,457	70.4%	8,812	69.9%	10,297	73.2%	8,796	64.2%	8,224	58.8%	7,085	59.0%
<b>Outside Service Area</b>	2,730	20.3%	2,333	18.5%	2,499	17.8%	2,420	17.7%	2,619	18.7%	2,326	19.4%
<b>PC Service Area</b>	81	0.6%	84	0.7%	95	0.7%	123	0.9%	193	1.4%	152	1.3%
<b>Sum</b>	<b>13,435</b>		<b>12,614</b>		<b>14,067</b>		<b>13,710</b>		<b>13,979</b>		<b>12,018</b>	

Institutional Research

Source: ODS> Zip analysis

File: CC Service Area 2006-2011

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# Cerro Coso Community College Retention and Success<sup>1</sup>

## Retention and Success Gap between Traditional Delivery & Distance Education

Academic Years 2006-7 to 2010-11

	Basic Skills		Academic		Career Technical		Overall	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
<b>2010-2011</b>								
Traditional	84.1%	53.0%	87.4%	71.6%	93.8%	85.9%	89.1%	74.2%
Distance Ed	84.3%	55.4%	78.2%	59.4%	77.8%	57.6%	78.2%	58.6%
<b>Trad/DE Gap</b>	<b>-0.3%</b>	<b>-2.3%</b>	<b>9.2%</b>	<b>12.2%</b>	<b>15.9%</b>	<b>28.3%</b>	<b>10.9%</b>	<b>15.6%</b>
<b>2009-2010</b>								
Traditional	79.3%	51.0%	86.2%	71.1%	93.4%	84.6%	87.9%	73.7%
Distance Ed	74.4%	50.8%	75.9%	57.5%	78.9%	59.7%	77.1%	58.3%
<b>Trad/DE Gap</b>	<b>4.9%</b>	<b>0.2%</b>	<b>10.3%</b>	<b>13.6%</b>	<b>14.5%</b>	<b>24.8%</b>	<b>10.8%</b>	<b>15.4%</b>
<b>2008-2009</b>								
Traditional	82.8%	53.2%	87.6%	71.0%	87.1%	71.5%	87.0%	69.5%
Distance Ed	75.5%	50.1%	77.7%	58.6%	81.4%	61.7%	79.1%	59.6%
<b>Trad/DE Gap</b>	<b>7.3%</b>	<b>3.1%</b>	<b>9.9%</b>	<b>12.4%</b>	<b>5.7%</b>	<b>9.7%</b>	<b>7.9%</b>	<b>9.9%</b>
<b>2007-2008</b>								
Traditional	87.9%	55.3%	92.4%	76.4%	94.8%	85.1%	92.6%	76.7%
Distance Ed	91.1%	53.3%	84.9%	62.3%	87.7%	66.6%	86.4%	63.4%
<b>Trad/DE Gap</b>	<b>-3.2%</b>	<b>1.9%</b>	<b>7.5%</b>	<b>14.1%</b>	<b>7.1%</b>	<b>18.6%</b>	<b>6.2%</b>	<b>13.3%</b>
<b>2006-2007</b>								
Traditional	87.1%	57.1%	92.7%	77.2%	95.7%	87.7%	92.9%	78.0%
Distance Ed	87.0%	49.3%	87.6%	64.0%	89.2%	67.1%	88.2%	64.5%
<b>Trad/DE Gap</b>	<b>0.0%</b>	<b>7.8%</b>	<b>5.1%</b>	<b>13.2%</b>	<b>6.5%</b>	<b>20.6%</b>	<b>4.7%</b>	<b>13.5%</b>

### Gap Summary Between Traditional Delivery and Distance Ed Retention and Success Rates

Basic Skills		Academic /Transfer		Career Technical Education				
Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate			
2009-10	-0.3%	-2.3%	2009-10	9.2%	12.2%	2009-10	15.9%	28.3%
2008-09	4.9%	0.2%	2008-09	10.3%	13.6%	2008-09	14.5%	24.8%
2007-08	7.3%	3.1%	2007-08	9.9%	12.4%	2007-08	5.7%	9.7%
2006-07	-3.2%	1.9%	2006-07	7.5%	14.1%	2006-07	7.1%	18.6%
2005-06	0.0%	7.8%	2005-06	5.1%	13.2%	2005-06	6.5%	20.6%

The gap between traditional and online delivery "success" and retention for basic skills is marginal while retention and success rates have fluctuated for Academic/Transfer courses and even more for Career Technical Education. A partial explanation for the increase after summer 2008 was the creation of the DR (drop after census) grade imposed by the state. This dramatically lowered success and retention rates for many courses particularly online .

<sup>1</sup> Retention is calculated from the grades of students at census who finished the class (in the "Ending Enrollment" column) A,B,C,D,F,I,P/CR,NP/NC (these grades divided by): A,B,C,P/CR,D,F,I,NP/NC,W,DR (all possible outcomes)  
 Success is further narrowing the above retention figure by pulling proportion of students with "C"s or better: A,B,C,P/CR

#### Office of Institutional Research

File: R&S DE v TradAcaCTE-BS>Gap DE & Trad.xlsx

(Source: ODS>Ret.&Succ, DE vs Trad. Rupdate: 3/8/2012)

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# Cerro Coso Community College Retention and Success<sup>1</sup>

by Distance Ed compared to Traditional Delivery

Academic Years 2006-7 to 2011-2

		Basic Skills			Academic (no Basic Skills)			Career Technical (no Basic Skills)			Overall		
		Sections	Retention Rate	Success Rate	Sections	Retention Rate	Success Rate	Sections	Retention Rate	Success Rate	Sections	Retention Rate	Success Rate
<b>2010-2011</b>	Traditional	55	84.1%	53.0%	436	87.40%	71.60%	269	93.8%	85.9%	760	89.1%	74.2%
	Distance Ed	12	84.3%	55.4%	365	78.20%	59.40%	275	77.8%	57.6%	652	78.2%	58.6%
	Annual Yr Sum	67	84.1%	53.5%	801	81.70%	64.00%	544	83.2%	67.2%	1,412	82.4%	64.6%
<b>2009-2010</b>	Traditional	50	79.3%	51.0%	576	86.20%	71.10%	268	93.4%	84.6%	894	87.9%	73.7%
	Distance Ed	13	74.4%	50.8%	316	75.90%	57.50%	274	78.9%	59.7%	603	77.1%	58.3%
	Annual Yr Sum	63	78.0%	50.9%	892	80.90%	64.10%	542	84.3%	68.9%	1,497	82.0%	65.2%
<b>2008-2009</b>	Traditional	68	82.8%	53.2%	835	87.60%	71.00%	232	87.1%	71.5%	1,135	87.0%	69.5%
	Distance Ed	13	75.5%	50.1%	229	77.70%	58.60%	194	81.4%	61.7%	436	79.1%	59.6%
	Annual Yr Sum	81	81.2%	52.5%	1,064	83.90%	66.30%	426	83.9%	66.1%	1,571	83.7%	65.3%
<b>2007-2008</b>	Traditional	69	87.9%	55.3%	873	92.40%	76.40%	239	94.8%	85.1%	1,181	92.6%	76.7%
	Distance Ed	23	91.1%	53.3%	217	84.90%	62.30%	194	87.7%	66.6%	434	86.4%	63.4%
	Annual Yr Sum	92	89.0%	54.6%	1,090	89.60%	71.10%	433	90.7%	74.5%	1,615	89.9%	70.9%
<b>2006-2007</b>	Traditional	60	87.1%	57.1%	809	92.70%	77.20%	252	95.7%	87.7%	1,121	92.9%	78.0%
	Distance Ed	21	87.0%	49.3%	213	87.60%	64.00%	185	89.2%	67.1%	419	88.2%	64.5%
	Annual Yr Sum	81	87.1%	54.7%	1,022	90.80%	72.50%	437	92.0%	76.1%	1,540	90.9%	72.3%

<sup>1</sup> **Retention** is calculated from the grades of students at census who finished the class (in the "Ending Enrollment" column) A,B,C,D,F,I,P/CR,NP/NC (these grades divided by): A,B,C,P/CR,D,F,I,NP/NC,W,DR (all possible outcomes)  
**Success** is further narrowing the above retention figure by pulling proportion of students with "C"s or better: A,B,C,P/CR (just these successful grades ÷ by) A,B,C,P/CR,D,F,I,NP/NC,W,DR (all possible outcomes)

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File: R&S DE v TradAcaCTE-BS.xlsx

(Source: ODS>Ret.&Succ, DE vs Trad. Rundate: 3/8/2012)

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# Cerro Coso Community College

## Five Years Fall Persistence

Fall 2005-Fall 2006, Fall 2006-Fall 2007, Fall 2007-Fall 2008, Fall 2008-Fall 2009

The California state Accountability Report for Community Colleges (ARCC) reports one-year persistence rates for each college with a one-year lag. Persistence is measured for students who earned a minimum of six units starting in the fall with at least six units/credit hours and re-enrolling the following fall.

Compared to other similar size schools, the number of students who qualify in the cohort is less than might be expected owing to disproportionate numbers of students who enroll in less-than-6 units. Overall persistence of the cohort group went up 6.3% from Fall 07-08 to Fall 2008-09 and declined by the same in the final year of available ARCC data.

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	
Persistence Rate	54.2%	53.3%	53.7%	60.0%	53.1%	
Cohort size	301	334	311	402	375	

### Gender

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	
Female	55.7%	55.6%	58.3%	62.0%	53.4%	
Male	52.0%	50.0%	48.6%	58.2%	53.0%	
Unknown		100.0%	0.0%	0.0%	0.0%	

### Age

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	
19 and younger	61.8%	58.3%	63.3%	67.3%	57.1%	
20-24	34.8%	39.0%	30.2%	33.3%	48.0%	
25-29	41.2%	50.0%	28.6%	39.1%	45.0%	
30-39	54.5%	28.6%	33.3%	54.8%	21.4%	
40+	45.5%	57.1%	55.6%	52.6%	48.6%	

### Ethnicity

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	
African-American Non-Hispanic	58.3%	56.3%	38.5%	62.5%	47.8%	
American Indian/Alaskan Native	42.9%	38.5%	45.5%	50.0%	16.7%	
Asian/Filipino/Pacific Islander	77.8%	44.4%	65.0%	71.4%	33.3%	
Hispanic	33.3%	64.5%	59.1%	61.1%	56.6%	
Unknown/Non-Respondent	44.4%	36.4%	41.0%	56.3%	52.5%	
White Non-Hispanic	56.5%	54.7%	55.4%	60.8%	55.3%	

### Office of Institutional Research

File: CC Persist (Main)final.

(Source: ARCC Reports: 2010, 2011, 2012 accessed June 20, 2012)

26-Jun-12

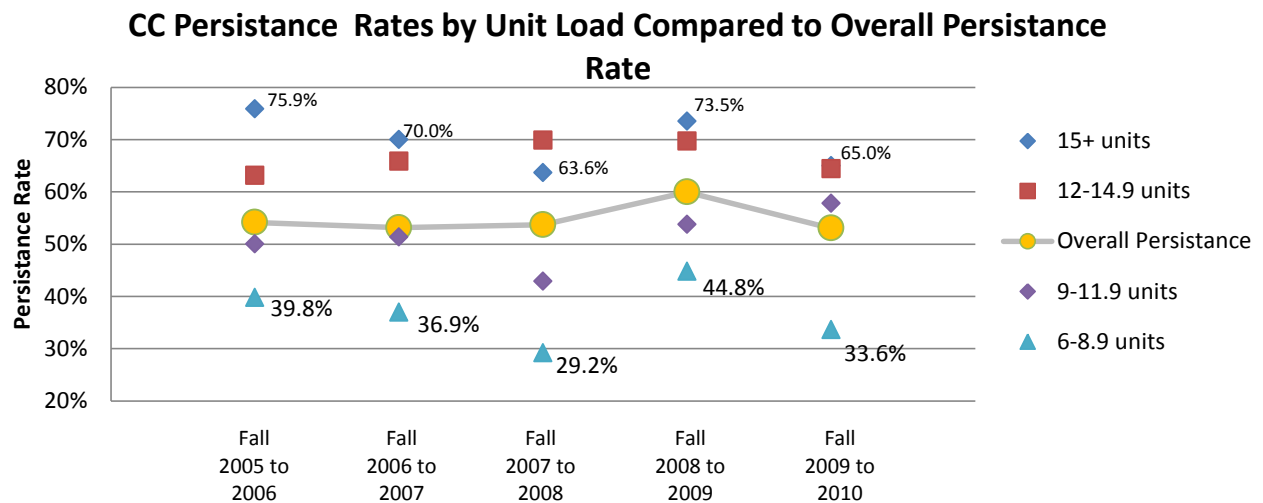
## Cerro Coso Community College Five Years Fall Persistence - by Unit Load

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
6-8.9 units	39.8%	36.9%	29.2%	44.8%	33.6%
9-11.9 units	50.0%	51.3%	42.9%	53.8%	57.8%
12-14.9 units	63.2%	65.8%	69.9%	69.7%	64.4%
15+ units	75.9%	70.0%	63.6%	73.5%	65.0%
Overall Persistence	54.2%	53.1%	53.7%	60.0%	53.1%

Available in the ARCC student data were the students' unit load for their first fall semester in the base year. There is a very strong relationship between enrollment intensity and persisting to the next fall semester. While this is not causality (we cannot say that taking a full or heavy load means a student will persist), it is clear that the more invested a student is by taking more units, the more likely they seem to be to stick it out. It should be pointed out that the students in this analysis had to earn 6 units to be included in the cohort, so these results are a little skewed toward half-time completers in the first semester analysis.

In the chart below, the persistence rate for four unit load groups are plotted for each persistence cycle, with the overall persistence rate indicated in yellow dots connected by the trendline. Those students in the full-load groups persistent at significantly higher rates than the two part-time groups.

Further analysis of district datasets should be pursued to explore differences by discipline, between online vs classroom, different campuses, and programs.



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File: CC Persist (Main)final.

(Source: ARCC Reports: 2010, 2011, 2012 accessed June 20, 2012)

26-Jun-12