

# CERRO COSO COMMUNITY COLLEGE

## Enrollment, Student Success with Equity Targets and Tactics December 31, 2023

Cerro Coso Community College is encouraged by the success we have seen as a result of the work highlighted in past Enrollment, Student Success with Equity Targets and Tactics reports. Our focus over the next six months is to increase the momentum in the areas we are seeing growth while focusing on areas of decline. We will continue pursuing opportunities to ensure access to financial aid resources; identify specific enrollment populations for targeted outreach, retention, and persistence strategies; and execute student success strategies that advance completion milestones and the awarding of certificates and degrees.

By better understanding our students and their course-taking patterns in a post-pandemic environment, we are better positioned to approach enrollment management with an intentional focus on the FTES, Supplemental, and Student Success factors of the Student-Centered Funding Formula (SCFF).

Formatting Note: the numbers in parentheses below represent the 2021-2024 Strategic Plan goals directly addressed by the strategies described in the paragraphs:

**Goal 1 Maximize Student Success**

- Objective 1 – Improve Onboarding
- Objective 2 – Improve Momentum Points

**Goal 2 Narrow Student Equity Gaps**

- Objective 1 – Improve Onboarding
- Objective 2 – Improve Momentum Points

**Goal 3 Strengthen Organizational Effectiveness**

- Objective 1 – Strengthen Community Connections
- Objective 2 – Improve Professional Development
- Objective 3 – Improve Atmosphere
- Objective 4 – Improve Participatory Governance
- Objective 5 – Improve Facilities and Maintenance
- Objective 6 – Improve Safety and Emergency Preparedness

### Full-Time Equivalent Students

TARGETS

FTES	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Regular	2,257.54	2,013.41	1,830.28	1,924.54	2116.40 (10%)	2222.22 (5%)
Special Admit	315.89	333.76	308.82	476.91	624.75	655.99 (5%)

					(31%)	
Incarcerated	547.18	694.81	627.85	511.31	230 (-55%)	460 (100%)
CDCP	N/A	N/A	N/A	N/A	5 (500%)	10 (100%)
Non-Credit	0.55	0.28	1.25	10.40	15 (44%)	20 (33%)

### TACTICS

One important development in Spring 2024 applying to the whole college is the creation of an enrollment management task force with the goal of informing and guiding college initiatives around the optimization of enrollment. The committee will have its first meetings in Spring 2024 with the purpose of engaging in research, analyzing trends, identifying gaps, and supporting strategies to improve student access, recruitment, and persistence, including equitable access. (1.1, 1.2, 2.1, 2.2, 3.1, 3.4)

#### Incarcerated Students Education Program

Since December 6, 2022, when CDCR announced the closure of the California City Correctional Facility and “D” yard at the Tehachapi prison, we have been working with Tehachapi prison administration and staff to install three portable classrooms in C yard and two portable classrooms in A and B yard respectively. This will allow us to serve more students and to serve them throughout the day. Work on this continues. (1.1, 1.2, 2.1, 2.2, 3.1)

Elsewhere in our service area we are expanding offerings in other facilities such as the Owens Valley Conservation Camp in the ESCC area and are preparing an MOU with Kern County Probation, although classes would not start likely until 24-25. (1.1, 1.2, 2.1, 2.2, 3.1)

The program continues to plan to increase tutoring supports, particularly in math. PTK has provided tutoring support in the past, and we will support a return of this peer mentoring program that allows PTK students to meet their service hours. We can also recruit adjunct faculty to provide stability in tutoring hours. These hours could be assigned to faculty from other campuses. (1.2, 2.2, 3.1)

An intentional area of focus for Student Services in Tehachapi Prison will be an expansion of EOPS, increasing educational opportunities and supports for ISEP students. (1.1, 1.2, 2.1, 2.2, 3.1)

We are also continuing to explore the ability to offer a baccalaureate degree program in the prison, the most likely candidate being addiction studies. Though the implementation will be out into the future, we have a faculty champion and administrative support and are awaiting a response from the prison concerning the viability of a version of a 2+2 program with their adult school addiction studies program. (1.1, 2.1, 3.1)

#### Baccalaureate

The baccalaureate degree in Cyber Security Technology was granted provisional approval for the round 3 application process. We are currently awaiting the intersegmental duplication analysis, due January

8, 2024, which we will then respond to in preparation for a decision by the Board of Governors. Again, while the outcome will not affect SCFF numbers in time for Spring 2024, it will form the groundwork for mid-term growth. We are expecting a lot of interest in this program. (1.1, 2.1, 3.1)

#### Early College

Spring 2024 looks to continue the recent growth of the program. Fall 2023 saw a 41% increase in sections compared to Fall 2022 (96 to 68) and a 40% increase in FTES (207.2 to 148.1). Spring 2024 is looking similar: 90 sections planned compared to 68. (1.1, 1.2, 2.2, 3.1)

The college is shoring up its dual enrollment infrastructure and capacity. All local-area high schools are now on the dualenroll.com system that streamlines and simplifies the registration process for students and parents. An educational advisor was hired to specifically support outreach and dual enrollment (although this person has since resigned ... we are in the process of rehiring). Several new high schools are being served this spring (Shafter, Independence, Del Oro, and others). And early college manager was increased to a program director and reorganized directly under the vice president of instruction, the program completed its first section plan as a stand-alone organizational unit at the college, and resource requests have been made in staffing and travel to manage the new workload. (1.1, 3.3)

Goals for the program include consolidating the development of an office and improving communication with potential high school students and parents. (1.1, 3.3)

We will host a partnership meeting with our service area superintendents/principals with a specific focus on dual enrollment and college readiness in Spring 2024.

And we plan to raise the visibility of our dual enrollment program across the service area by

- continuing to highlight high school graduates with associate degrees
- direct-target mailing to all parents of children of high school age through a post-card campaign on dual and concurrent enrollment
- improving communication and outreach strategies for already enrolled dual and concurrent enrollment students to register for subsequent terms
- scheduling more events with high school partners, particularly at Burroughs where we want to be especially conspicuous
- executing a marketing campaign directed not only at parents but also uninformed high school faculty, as well as a marketing toolkit
- employing translated dual and concurrent materials translated into Spanish so that Spanish-speaking parents are informed of opportunities for their children. (1.1, 1.2, 2.1, 2.2, 3.1)

Finally, the college will keep in mind Chancellor Christian's aspirational goals for dual and concurrent enrollment students, including more high schools with courses in established pathways (such as what we already do with Cal City), every student having an ed plan, every student enrolling in 6 college credits in the ninth grade, graduating with 24 college credits, and having at least one work-based learning experience. (1.1, 1.2, 2.1, 2.2, 3.1)

#### Adult Learner

The college will continue to work with Futuro Health to implement, pilot, and sustain an innovative pipeline partnership. To date, the college has worked with Futuro to deliver medical assisting

programming to five cohorts. Additional cohorts are planned, including a potential cohort in Licensed Vocational Nursing. (1.1, 1.2, 2.1, 2.2, 3.1)

In Spring 2024, the college will also partner with Lens of Sport for its first-ever cohort of students pursuing business administration degrees enhanced with sports administration content. The first class in the pathway is BSAD C100 scheduled for a February start. In addition, we are offering our first classes in ESL instruction at California City and also in Tehachapi—these classes were now part of an approved noncredit Certificate of Competency and so will generate CDCP apportionment. (1.1, 2.1, 3.1)

In addition, the college is reaching adult learners by

- offering new classes and programs already written and in various stages of approval in fire-fighting technology, commercial truck driving, airframe and powerplant technology, dermatology assistant, and registered nursing
- posting the revised long-term schedules onto the college website for prospective students in a way that is visually accessible and appealing
- Implementing the student services mobile unit to be able to connect with students where they are across the service area
- working with Graduate Communications to develop a series of communication campaigns based on the SCFF and our in-reach and outreach loss points
- maintaining call campaigns to directly re-engage stop-out students tailoring the script of these conversations around the students’ coursework history
- marketing the success of the college providing numerous online programs and low-cost textbooks
- building community partnerships with social service organizations, such as the EDD, performing outreach services as available to facilitate enrollment
- maximizing the engagement with Adult Ed schools in dual and concurrent enrollment, adding new courses as appropriate to the dual enrollment rotation
- continuing to schedule a suite of 8- and 12-week late-start classes for enhanced course-taking flexibility, as well as identifying specific programs that might pilot their entire set of offerings as 8-week courses
- implementing aspects of the REACH model for engaging with adult learners
- delineating the roles of marketing, outreach, and the foundation (another SEM project initiative) so that marketing can more effectively promote the college and outreach can more effectively engage with prospective students (and retain current students) (1.1, 1.2, 2.1, 2.2, 3.1)

Supplemental

TARGETS

Supplemental	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
AB540	191	204	173.00	157	144 (-8%)	157 (9%)

Pell Recipient	1,047	1,196	928.00	1,174	947 (-19%)	1174 (24%)
CCPG Recipient	4,941	4,383	4,213	4,120	3,971 (-4%)	4,120 (4%)

## TACTICS

### AB540

We continue to work with our institutional research office to gain a better understanding of our potential and current AB540 students along with “persona” marketing in this area. The college has established a committee focused on engaging this population and all student services units have a trained designated staff member who speaks Spanish to assist current and potential students. Almost all student services materials have been translated to Spanish, including dual and concurrent enrollment materials. Outreach and student services events are delivered in English and Spanish when possible. Student services has prioritized hiring a Spanish speaking staff member in each unit and currently advertises all positions with Spanish speaking as a desirable qualification. The division is currently advertising for Spanish speaking student workers and peer mentors and has made some initial progress in this area. (1.1, 1.2, 2.1, 2.2, 3.1)

We are also working with Graduate Communications on Latinx specific outreach. The College has scaled support in Spanish for the Child Development’s bilingual program. We are also focusing outreach for this population in the Bishop area because of the concentration of the Hispanic/Latinx population. We are using EAB’s Prospect Management to outreach to parents in Spanish and follow up with emails, flyers, and texts. We have incorporated a bilingual Peer Mentor in our ACCESS Programs and are recruiting Bilingual Student Ambassadors. (1.1, 1.2, 2.1, 2.2, 3.1)

### Pell Recipients

We know that increases in dual/concurrent enrollment and our incarcerated student population will pThe college continues to target communications and prompts to students who haven't filled out a FAFSA. Personal assistance is provided for students who may not be aware of and/or need assistance to complete the application process. We have worked with IR to identify data for a targeted Pell campaign and proxies for identifying financial need before applying for Pell. The unit has implemented Campus Logic to streamline and simplify the financial aid process. Additional strategies include the following:

- cross training all student services staff on the basics of FAFSA
- offering faculty FLEX sessions to train faculty on the basics of Financial Aid
- continue to expand FA outreach and workshops with service area high schools and CSAC Race to Submission to ensure all seniors in service area high schools complete the FAFSA process prior to graduation
- use internal and external data for tracking real-time progress on submissions and adjusting target focusses accordingly
- use outreach program coordinators to expand FA outreach
- focus on reducing myths and stigma associated with Financial Aid
- perform “pop-up” financial aid workshops at various locations off campus.

- imbed FAFSA in the application process so ubiquitous to becoming a student. (1.1, 1.2, 2.1, 2.2, 3.1)

#### CCPG Recipients

In addition to the above strategies that also apply to CCPG, we have implemented the general and targeted data elements identified in working with IR for campaigns and outreach, including, utilizing supplemental questions and CCCApply to target potential CCPG/Pell students. We have identified opportunities to increase our presence in California City, Mojave and other environments where we are serving students with a high degree of financial assistance needed. We have implemented guidelines for limiting the number of students selected for verification. We generally require FAFSA completion with CCPG submission. We will continue this process associated with new requirements for all high school students to complete the FAFSA prior to graduation. We are continuing strategies for maximizing CCPG and Pell, such as hosting a FA virtual lobby, on-demand assistance with FAFSA completion at FA desk, and high school workshops. (1.1, 1.2, 2.1, 2.2, 3.1)

## Student Success

### TARGETS

Student Success	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Associate Degree for Transfer	99	121	148	161	177 (10%)	186 (5%)
Associate Degree	195	198	193	222	229 (3%)	236 (3%)
Credit Certificate	132	132	128	111	187 (68%)	196 (5%)
Completion of Transfer Level Math & English	54	84	66	50	150 (200%)	165 (10%)
Successful Transfer to 4-year School	125	148	142	144	148 (3%)	152 (3%)
9+ CTE Units Completed	865	789	693	599	914 (21%)	960 (5%)
Attainment of Regional Living Wage	1,210	1,366	1,434	1,104	1,366 (53%)	1,434 (5%)

### TACTICS

One thing about the December version of Targets and Tactics is that since these measures are applied to the SCFF in the year after they are achieved, we already know what the impact is for most of these measures for the current year (transfer and living wage take longer). This makes the left-most blue column a sure thing (unless miscalculated) while the right-most continues to be a projection.

With that in mind, here are actions being taken to impact future SCFF apportionments:

#### Retention and Persistence

One major goal of the SEM project that will be seeing fruition in Spring 2024 is implementing clearer semester by semester pathway maps for initial exploration and to guide student progress. These pathways maps were finalized in Fall 2023 and will be posted to the college website in the Spring. The college is exploring Pathway Mapper as a possible visualization tool over the longer term but will at least have these available to better inform students' course selection for education plans. (1.2, 2.2, 3.1)

In addition, counseling/advising services are continuing to move ahead with a shift to a case-management approach. This is designed to form the basis of Success Teams composed of department faculty, department students/ alumni, administrators, and counseling staff to support students to completion—likely being formed in 2024-25. (1.2, 2.2, 3.1, 3.2)

Another goal in Spring 2024 is to continue to work with District IR to develop SCFF Actionable Data reports for specific just-in-time outreach and in-reach efforts. (1.2, 2.2, 3.1)

The college continues to scale financial and basic needs support at all campus locations to help reduce stop-out and overcome financial barriers preventing students from staying enrolled and persisting to subsequent terms. (1.2, 2.2, 3.1)

#### ADT/AA/AS/Certificate Completion

A number of new certificates and degrees were developed in 2022-23 to be offered starting 2023-24, including law-enforcement certificates in corrections, basic academy, and modular academy that should begin generating 50-100 completers annually—as long as we can get the Chancellor's Office to approve them. All programs approved this academic year—no matter how late into the spring semester—will be gathered into a catalog addendum so students who meet the award criteria in the current year can apply for them. (1.2, 2.2, 3.1)

A big task and primary goal is to work with District IR to develop research reports necessary for identifying students close to completion for the purpose of proactive outreach and completion campaigns. We are in the process of implementing the use the Cognos report developed to support "auto-awards" and are focusing on our most popular degrees, as well as using Navigate in this capacity. Progress has been made on developing the auto-awarding process and awards will occur this semester for at least one program. (1.2, 2.2, 3.1)

We are also working towards identifying students that already have, or are very close to completing, their general education requirements for both CSU and UC systems. We have developed a GE Certificate that will assist with certificate awards, capture transfer students, and encourage subsequent degree achievement. The certificates are awaiting approval at the Chancellor's Office and are targeted to be in the 2023-24 catalog addendum. We will continue to deploy a series of campaigns for increasing SEP completion, particularly for ISEP and Dual Enrollment students. (1.2, 2.2, 3.1)

An ecosystem of just-in-time communication will be developed through the lifecycle of the student, with the goal of engaging faculty in crucial messaging, such as prompting registration for the next term, referring to just in time supports when necessary, and assisting students with applying for graduation. A new strategy is the development of a series of Canvas “Pop Up” messages a faculty member can adopt associated with things like registration, FAFSA resubmission and other critical steps for students. We also host a daily student support desk via Zoom for students to have access to immediate assistance for admissions, financial aid, counseling, outreach and general questions.

Scheduling for special population students, such as Finish Line scholarship program students and ISEP students, will be adjusted to allow the student to finish a certificate before their degree where possible and appropriate—thus maximizing performance on the SCFF. (1.2, 2.2, 3.1, 3.2)

The college is engaged with BC and PC working on the implementation of a common transcript. CC is in the process of implementing transfer articulation of courses and will be at scale in Fall 2023.

#### Completion of Transfer Level Math & English/9+ CTE Units Completed

We will continue to use the recently developed 9 CTE Units Report to inform our efforts at targeting students close to completing their 9 units and contacting them individually by way of outreach and counseling. We are also developing prison pathways that allow students to get 9+ CTE units in their first year, by prioritizing the scheduling of those students on the verge of 9 CTE units. Similarly, ISEP students can be tracked on math/English completion in the first year to ensure strong foundational skills. (1.2, 2.2, 3.1)

Outside of the prison, we are conducting targeted campaigns for students in their first year with transfer level math and transfer level English in order to boost enrollment for completion of this metric. This year we have seen success in offering our new college algebra course for non-STEM majors, MATH C110, which aligns better with the ed goals of a vast number of Cerro Coso students and is less intimidating. (1.2, 2.2, 3.1)

We are tying math and English completion in the first year to programs wherever we can make it happen—Promise students, student athletes, Finish Line Scholars, etc. (1.2, 2.2, 3.1)

#### Ensure Learning

Over the next year, we will continue to focus on the concept of ensuring learning through the enrichment of the learning environment as part of a districtwide Ensure Learning Initiative:

- active and applied learning
- culturally responsive pedagogy
- focus on the six student success factors
- developing other methods beyond the transcript that demonstrate student learning (3.2, 3.3, 3.4)