

The Progress Report

March 18, 2024



Upcoming Events

- Mar 25-29: Spring Break
- Apr: Student Experience Survey Distributed
- Apr 10-12: RP Conference

Did You Know?

Unlike other data sets, this report does not look at the whole student population. Instead, it is limited to a cohort of first-time degree-seeking students with all of the following characteristics:

- first primary term is the fall
- declared goal is transfer OR degree/certificate complete OR whose course-taking pattern in the first term indicates they intend to pursue an award or transfer
- have not had prior postsecondary experience (not counting prior dual or concurrent enrollment)
- identified Cerro Coso as their home college.

The cohort does not include dual or concurrent enrollment students or incarcerated students.

Yearly, this produces a group of about 500-600 students.

Educate.
Innovate.
Include.
Serve.

Fall 2022 First Time Degree Seeking Student Cohort

The First-Time Degree-Seeking Student Cohort Dashboard is updated annually by the KCCD Institutional Research Office for each of the three colleges. It was originally developed as part of the district’s entry into the Achieving the Dream network in 2013. This dashboard (originally a report known as Elements of Student Success) compiles a variety of performance data points, mostly short-term measures that focus on student success in the first two semesters. It also allows the colleges to compare the five most recent cohorts for trends as well as compare against the other colleges.

The most recent update to the dashboard occurred early February. The Fall 2022 cohort had 592 students, the largest cohort over the past 5 years. This group also enrolled in 3,254 courses in their first year, 2022-23.

Here is how we are doing!

Element	Success Rate	1-Year %-Change	5-Year %-Change	5-Year Trend
Attempted 12 Units in 1st Term	41.2%	-0.8%	-4.8%	
Completed 12 Units in 1st Term	23.1%	+4.7%	+2.9%	
Attempted 30 Units in 1st Year	12.0%	+2.2%	+3.8%	
Completed 30 Units in 1st Year	6.6%	+2.7%	+3.5%	
Persistence: Fall to Spring	61.7%	+11.9%	+1.3%	
Persistence: Fall to Fall	41.9%	+6.5%	-0.9%	
Completed Both Math & English in 1st Yr	19.1%	+3.9%	+1.2%	
Completion (Award or Transfer Within 3 Years) - Fall 2020 Cohort)	34.0%	8.0%	11.0%	

The Fall 2022 cohort outperformed the Fall 2021 cohort in every metric, with the exception of “Attempted 12 Units in 1st Term.” Looking at the trendlines over the past 5 years, in most metrics, the Fall 2021 cohort saw a drop in performance and the Fall 2022 cohort has nearly rebounded.

The one area we are seeing a persistent lack of growth is in the proportion of students in each cohort who are attempting 12 units in the first term.

Our greatest success is in the Completion of Awards/Transfer within 3 years. Because we have to wait 3 years for the window to close, the most recent cohort for this metric is Fall 2020 which had 512 students. 174 of them (34.0%) received a degree or certificate and/or transferred to a 4-year institution within 3 years of enrolling. Most impressive is the 11.0% growth over a 5-year period! This is due to the hard work everyone does to get students to their end goal.

the PROGRESS REPORT

January 22, 2020



EAB Navigate

Technology at Cerro Coso has become an essential part of the college's student success strategy through the use of Navigate. In fall 2018, Cerro Coso Community College launched some exciting new features in Navigate including Dashboards, Early Alerts, Progress Reports, and Population Analytics. In this Progress Report, we are excited to present some key highlights on trends seen since fall 2018.

STUDENT UTILIZATION

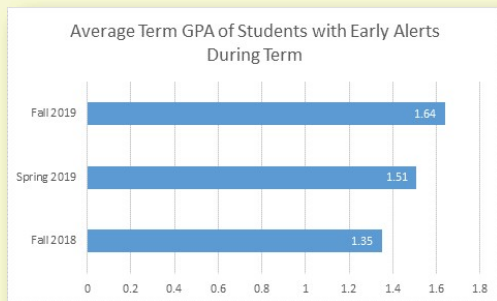
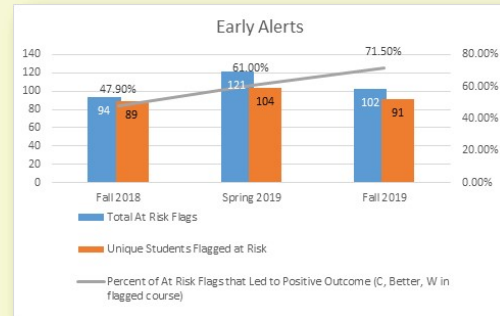
- There has been a 96% increase in student adoption of Navigate. Most heavily used features include To-Dos, Events, Classes, Schedule, Major Explorer, Resources, and Study Buddies.

FACULTY AND STAFF UTILIZATION

- There are 109 Instructional Faculty users who have logged in to Navigate more than once. These Instructors have spent an average of 76 minutes in Navigate and logged in an average of 11 unique days. Most heavily used features include Progress Reports, Student Profiles, Advanced Search, Watch Lists, and Messaging.

EARLY ALERTS

- An average of 95 unique students per semester have been issued Early Alerts (i.e. flagged at-risk). The total number of alerts issued has remained consistent for each semester.
- Positive outcomes are steadily increasing for students flagged at-risk. The percentage of students flagged at-risk who earned a C or better, or withdrew from the course increased from an initial percentage of 47.9% in fall 2018 to 71.5% in fall 2019.
- The average term GPA for students with at least one Early Alert has increased from 1.35 in fall 2018 to 1.64 in fall 2019.



PROGRESS REPORTS FOR STUDENT ATHLETES (GRADE CHECKS)

- Instructor response rates for progress reports have been excellent from the start and reached an all-time high in fall 2019 with an 89% response rate.
- The percentage of students flagged at-risk who went on to earn a C or better has been increasing. In fall 2019, this reached a high in which 48% of student athletes completed the course with a C or better – a 30% increase overall.
- The average term GPA for student athletes has increased from 2.29 in fall 2018 to 2.46 in fall 2019.

- In fall 2019, a student success workshop for student athletes was introduced at Week 3 (prior to Grade Check 1). While the instructor response rate was at an all-time high for Grade Check 1 (89%), the number of students flagged at-risk was lower. The average term GPA for student athletes who attended the workshop was 2.73 vs. the overall of 2.46.

The implementation of these elements in Navigate provides Student Services and Instruction with a responsive system that promotes data-informed decision-making and student-centered program strategies. We are excited to continue partnering with faculty, staff, and students to further expand the use of Navigate. Thank you to everyone for your participation!

Did you know?

To view feedback on an Early Alert you submitted:

- Go to My Issued Alerts on your Professor Home page
- Click on the name of the student you wish to view
- Once on the student's profile page, click on the History tab
- Under the student History, click arrow next to Case Closed
- You will see the Comments made on the case by the Early Alert Counselor

Need help with Navigate? Call Ashley at 760-384-6209 or email ashley.thompson@cerrococo.edu

Important Dates

- Resource Request Analyses - due Feb. 15
- College Budget - due April 15

the **PROGRESS** November 20, 2019 **REPORT**



Guided Pathways

Beginning in 2017, the California Community College Chancellor's Office provided \$150 million in funding for Guided Pathways. Nominally a five-year project, Guided Pathways was designed to create a highly structured approach to student success that provides all students with a set of clear course-taking patterns and integrated support services in ways that make it easier for students to get the help they need.

At Cerro Coso Community College, this GP framework meshed with projects we were already undertaking. The program pathways we had developed for each program at each campus are examples of "clear program requirements." Navigate is an example of "integrated technology infrastructure." The Interest Inventory and Career Explorer in Navigate is an example of "guided major and career exploration opportunities." Our own strategic plan measures sync up to a large degree with GP success metrics. And the two quality focus action projects coming out of accreditation fit firmly within the GP framework.

But much work remains to be done, and the value of Guided Pathways is the proven strategies it puts at the college's fingertips to continue to further the work we are already doing. One of these is using cross-functional inquiry teams (or CFITs)—small groups of faculty, classified staff, students, and administrators—to start and carry out bite-sized initiatives.

This work is being managed by the SSSP Committee. And within the last 18 months, a handful of CFITs have been created around such topics as analyzing how program information is conveyed to students on the college

website, developing a clear communication plan for students from pre-enrollment to census day to limit melt and attrition, creating a program-by-program plan of nudges and other communications to keep students on their degree or certificate paths, and others.

During this time, the CFITs have accomplished a number of tasks, including

- Running focus groups with students about how they use the college website for the purpose of redesigning program pages prior to Summer/Fall 2020 registration
- Establishing a process and timeline to refresh program pathways and create an updated long-term schedule, available Spring 2020
- Convening a meeting of curriculum, counseling, articulation, and office of instruction to chart every step in implementing new and revised curriculum to reduce unintended impacts on students starting and completing education plans.
- Initiating a college-wide survey about how students prefer to receive announcements and outreach from the college
- Auditing the entire application process from beginning to end to find and eliminate gaps, barriers, and dead ends and keep students continually informed where they are in the process and what to do next

Be on the lookout for opportunities to be involved in upcoming CFIT projects. We really appreciate the faculty, staff, and student involvement so far! You do not have to be a member of SSSP to be on a CFIT.

Important Dates

Division Plans - due Dec. 1

Resource Request Analyses - due Feb. 15

College Budget - due April 15

Did you know?

The new Apply Now! button at the top of the college website is a result of CFIT work. In its first month, over 91% of the traffic to the Application page came through this button, and analytics show a big increase in page views and fewer "bounces" (only page visited) compared to the same period last year.