

## Enrollment, Student Success with Equity Targets and Tactics December 13, 2022

The COVID-19 pandemic has impacted our most vulnerable populations, resulting in declining enrollments from 2019-2020 to the 2021-2022 academic year. Our focus over the next two years is to reverse this downward trend; determine 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 coming out of the pandemic, 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).

### Full-Time Equivalent Students

#### TARGETS

FTES	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Regular	2,079.73	2,257.54	2,013.41	1830.28	2013.41 (10%)	2257.54 (12%)
Special Admit	312.75	315.89	333.76	308.82	400.00 (29%)	420.00 (5%)
Incarcerated	455.35	547.18	694.81	627.85	551.00 (- 12%)	*551.00 (0%)

#### TACTICS

##### **\*Incarcerated Students Education Program**

On December 6, 2022, CDCR announced the closure of the entire California City Correctional Facility and “D” yard at the Tehachapi prison. These locations are our first- and second-largest campuses in Cerro Coso’s ISEP program, accounting for approximately 65% of the program’s total enrollment—close to 400 FTES. Both locations are expected to cease operation after the spring 2023 semester. There is too little information to fully understand the impact at this time, but we will continue to update as the situation evolves.

Discussions are taking place with our Tehachapi partner (CCI) about next steps. Here is what we know:

- A, B, and C yards have not been designated for closure and currently account for over 550 of our ISEP students.
- That is less than the total eligible students and less than the college can serve, our being limited currently by classroom space, faculty availability, and hours of service (third watch).
- We were already working with Tehachapi prison administration and staff to install two portable classrooms in C yard. This will allow us to serve more students and to serve them throughout the day.
- Initially, the plan with the portables was to place two or three in D yard. A new plan, already with the encouragement of prison staff, is developing to place those portables into A yard and B yards. This will also allow us to increase access, expanding the scope and stability of our offerings at CCI.
- Some of the rest can be developed by building out the college's program at the Owens Valley Conservation Camp in the ESCC area. Currently, we are running a small number of courses there, but with a dedicated faculty champion and with focus and effort, the program has growth potential.
- Finally, we will explore the Anti-Recidivism Coalition (ARC) Hub, and whether our involvement in that provides an opportunity to expand ISEP.

An additional key to recovering FTES is recruitment of high-quality faculty members prepared and committed to enter the facilities. Working with the other campuses with sharing of faculty is another variable to further explore and supports our goal of districtwide collaboration and cooperation. We continue to look at working with BC on sharing of faculty, understanding that there is considerable distance between institutions, and will continue to discuss opportunities to partner with Porterville College. We have seen a number of faculty opt out of teaching in the prisons per the contract, and we propose that as part of negotiations, we remove the opt-out clause, and revisit incentives for teaching at these institutions. This is a district priority for the successor agreement. We have adjuncts that are not meeting their .67 load capacity due to reduced enrollment in general population sections; therefore, we have the opportunity to reach out to these faculty to encourage them to take on additional courses within our prisons.

In addition, we intend to systematize recruitment and review of potential faculty members. Deans will work closely with faculty chairs to perform a monthly review of applicant pools (or other regular basis), focusing particularly on those disciplines in the ISEP program lacking qualified applicants (social/behavioral and physical sciences), bringing attention to department chairs those applicants available for consideration.

In addition, it will be important for the program, especially as it becomes more concentrated in a smaller number of yards, to build out and publish its long-term schedule. While not designed primarily for students, it will nevertheless give faculty chairs a clear idea what the faculty demands are and distribution of classes on a semester-by-semester basis.

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.

Counseling and other student support services have returned to in-person delivery, with a focus on the development of education plans for all ISEP students. There has been a scaling up of counseling support with the addition of adjunct counselors, particularly at Tehachapi with the much larger student population. We will continue to deliver the much more effective and efficient services in person as we continue to evaluate the effects of the pending closures. The colleges collaborate in student services regularly on aligning A&R and other processes.

Prior to the announced closings, the plan was to bring Law, Public Policy and Society AA-T into the prisons as well as the new local Addiction Counseling Studies certificate and degree. The closures and resulting moves will necessitate a review of these planned changes as well as a review overall of the best programs to offer in the more concentrated program, considering such factors as the yards involved, the faculty available to teach, the best programs for eventual parole and employment.

We will also continue to explore the ability to offer a baccalaureate degree program in the prison, regardless of whether or not the UC or CSU offer the program. This can be done as a layered approach--on the one hand finding a program that meets the current restrictions, on the other advocating for a possible easing of the regulations.

Finally, the college will keep in mind the chancellor's six-point framework for the district's incarcerated student programs, including the aspirational goals of every prison student have a college ed plan and every student enrolled in at least one college course.

### **Baccalaureate**

Currently, we are finalizing a baccalaureate degree proposal in Cyber Security Technology, based on discussions with military and aerospace industries. We are in the process of hiring /tasking a faculty member or discipline expert on the development of curriculum for submission through CIC to be completed by March 2023. We are engaged in Intra-district cooperation, organizing a college workgroup in consultation with Liz Rozell to move the work forward. The college is steadily working through the checklist of items that we need to accomplish to be prepared for an August submission.

With our four-year partners refusing to offer baccalaureate degrees within the prisons, we need to advocate for exceptions to the legislation preventing us from offering degrees offered by the CSU or UC systems. We can look for permission for these specific instances from the CSU and UC systems or look to legislators to make changes to the legislation for incarcerated student education, or for rural colleges more than 100 miles from a CSU or UC.

### **Early College**

Fall 2022 saw a robust increase in enrollment in dual and concurrent enrollment FTES. This follows upgrading a campus manager into a full-time dedicated dual enrollment support specialist. It also follows the implementation throughout much of the service area of the dualenroll.com system that vastly streamlines and simplifies the registration process for

students and parents. Sections grew from 52 offered in fall 2021 to 68 in fall 2022, enrollments from 853 to 1,237.

Spring 2023 promises to be more of the same. The college is planning over 70 dual enrollment sections this spring compared to 46 in spring 2022. Included in this are six sections of COLL C100 classes at California City High School in which every ninth grader is enrolled. This was one of the strategies identified in last year's document as a best practice, particularly as this class results in every student completing a career inventory and developing an ed plan.

In continuing to develop a more robust Early College model, we are looking ahead in 23-24 to offering more classes at Bishop Union High School (college success and fire technology courses) and more classes at Burroughs High School (biology and art). We have also secured two grant opportunities with the schools of the Mojave Unified School District: a college bridge grant to align the curriculum of math courses in the high school and the college for better success and a nursing grant to develop nursing prerequisite classes (anatomy and physiology, psychology, etc.) in the high schools.

We will continue to look for opportunities to host a partnership meeting with our service area superintendents/principals with a specific focus on dual enrollment and college readiness. In a similar vein, we will look to revisit and strengthen relationships with continuation schools (Mesquite, Paradise) and private and charter schools within our service area (Opportunities for Learning, Valley Oaks).

We will continue to implement the strategies being developed as part of the GPAP grant to direct more dual enrollment opportunities to historically under-represented populations—particularly Black students at Cal City and Mojave—as a way to close achievement gaps as defined by the proportionality index.

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

- highlighting high school graduates with associate degrees
- direct-targeted mailing to parents of children of high school age through a post-card campaign on dual and concurrent enrollment
- 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
- implementing communication and outreach strategies for engaging currently enrolled dual and concurrent enrollment students in registration for subsequent terms
- translating dual and concurrent materials translated into Spanish so that Spanish-speaking parents are informed of opportunities for their children

In addition, the college will consider improvements in scheduling and other logistics—such as transportation to our campuses from local-area high schools as a way to increase concurrent enrollment and making greater use of the 12:30 pm course block to capture seniors who are on half-day schedules.

Finally, the college will keep in mind the chancellor'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.

### **Adult Learner**

So far in 2022-23, the college has made great strides in its work with Futuro Health to implement, pilot, and sustain an innovative pipe-line partnership. To date, the college has worked with Futuro to deliver medical assisting programming to one complete cohort and the start of a second. Three more cohorts are designed for spring 2023 with a virtually unlimited number of follow-on cohorts into the future, as much as the college can deliver. In serving this need, as well as the implementation of medical assisting cohorts at McFarland and in the Bakersfield Southwest area, the college is onboarding four temporary full-time instructors in spring 2023 to manage the load.

One consequence of this work has been the development of a *second* partnership with Futuro, in vocational nursing, that will deliver nursing programming—both theory and clinical instruction—across the state.

In addition, the college is reaching adult learners by

- offering new programs already written and in various stages of approval in fire-fighting technology, industrial process technology, commercial truck driving, and law enforcement training
- taking advantage of noncredit opportunities to design and deliver short-term workforce training and ESL instruction
- directly partnering with other pipeline providers like Lens of Sport and the Owens Valley Career Development Center to provide credit and noncredit training
- using the data sets developed through the SEM project to help us identify populations most impacted by the COVID-19 pandemic and designing interventions and strategies to reach these students again
- 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 SFCC and in-reach and outreach based on our loss points
- implementing call campaigns to directly re-engage stop-out students up to 5 years out, 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
- 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)

One of the surprising metrics about the demographics of Cerro Coso Community College is that students are overwhelmingly female—64.5% women to 34% men. While this has been known for some time and even been the subject of an occasional campus or college-wide planning initiative, the consequences of COVID have brought this to the forefront nationally, where a similar trend has emerged. Over the next several semesters, the college will be looking at this issue and asking how to better engage non-working or under-working men in our communities, how to market in a way that attracts males, what programs can be enhanced or developed that would draw more males to higher education and to the lifelong, generational benefits that come with that. Perhaps a men’s center or specific services geared towards males could be developed—at any rate, strategies geared toward addressing the lack of help-seeking behavior typical of men.

## Supplemental

### TARGETS

Supplemental	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AB540	191	204	173	157	173 (10%)	204 (18%)
Pell Recipient	1,047	1,196	928	1174	1196 (2%)	1244 (4%)
CCPG Recipient	4,938	4,383	4,213	4,120	4,213 (2%)	4,383 (4%)

### TACTICS

#### **AB540**

In the process of developing our Educational Master plan, we have identified the need to gain a better understanding of our potential populations via the environmental scan process. 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, highlighting free legal services for immigrant students, and include in Dual/Concurrent and adult education

outreach materials. We are increasing awareness activities and highlighting state resources specific to support this population of students. The environmental scan will be useful in this area to identify potential populations and market needs.

We are also working with Graduate Communications on Latinx outreach and continue to scale the number of materials available in Spanish through working with translator/ communication expert. Having translated substantial student services materials, workshops and resources into Spanish, we have begun expanding to academic program materials, particularly in providing support for the Child Development's bilingual program. We are focusing this work in the Bishop area because of the concentration of the Hispanic/Latinx population. We will use 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 will be recruiting Bilingual Student Ambassadors.

### **Pell Recipients**

While ISEP enrollments don't factor into Pell, they do contribute to CCPG counts. For other populations, we are targeting a variety of students who haven't filled out a FAFSA. Students may not be aware 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. All messaging for general and targeted campaigns is on Constant Contact for tracking purposes and followed by texts for those that haven't responded through which we can connect with them and schedule an appointment.

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, emphasizing dual enrollment classes for captured audiences, FAFSA completion and CSAC Race to Submission
- use internal and external data for tracking real-time progress on submissions and adjusting target focusses accordingly
- implement Campus Logic for efficient processing
- use Program Coordinators to expand FA outreach
- implement clear step-by-step support
- focus on reducing myths and stigma associated with Financial Ais
- perform "pop-up" financial aid workshops at various locations off campus.

### **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 are looking at 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, which 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 Pell, such as hosting a FA virtual lobby, on-demand assistance with FAFSA completion at FA desk, and high school workshops.

## Student Success

### TARGETS

Student Success	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Associates Degree for Transfer	99	121	148	161	175 (9%)	180 (3%)
Associates Degree	195	198	193	222	226 (2%)	231 (2%)
Credit Certificate	132	132	128	111	128 (15%)	132 (3%)
Completion of Transfer Level Math & English	54	84	66	50	76 (52%)	84 (10%)
Successful Transfer to 4-year School	125	148	142	125	142 (14%)	148 (4%)
9+ CTE Units Completed	865	789	693	599	693 (16%)	728 (5%)
Attainment of Regional Living Wage	1,210	1,366	1,434	1,104	1,366 (24%)	1,434 (5%)

### TACTICS

#### **Retention and Persistence**

A major goal of the SEM project—and of the enrollment management task force overall—is to analyze retention and persistence data, identify specific college populations showing gaps, and develop strategies for improving performance. In Fall 2022, a retention and persistence profile report was developed that shows the performance of a group of students (filterable) on such data as being awarded financial aid, average times seeing a counselor, having completed an ed plan, how likely to be enrolled full-time, average age, and retention and persistence milestones.



In the upcoming semesters, this data will be shared and viewed by committees and work groups for analysis and action. In addition, as a result of Guided Pathways work and the focus of the SEAC committee, counseling/advising services is moving ahead in spring 2023 with a shift to a case-management approach. The intention is to use this as the basis for developing success teams composed of department faculty, department students/ alumni, administrators, and counseling staff to support students to completion. It is also one of the goals identified for the SEM project.

Another goal identified through Guided Pathways is to implement clearer semester by semester pathway maps for initial exploration and to guide student progress. The college is exploring Pathway Mapper as a possible visualization tool over the longer term but will have a version available to students Spring 2023.

The college continues to work with District IR to develop SCFF Actionable Data reports for specific and just-in-time outreach and in-reach efforts.

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.

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

A big task and primary goal for the next two years is to work with District IR to develop research reports necessary for identifying students close to completion for proactive outreach and completion campaigns. Part of this work is the completion of program maps, including the implementation of a tool like Program Mapper, so that a student can be identified when “off path.”

This includes developing a strategy for all indicators, completing the creation of just-in-time communication through the lifecycle of the student, and 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.

The college is in the process of working towards a case management/student success team approach to counseling and advising in an effort to make resources, interventions and critical program information inescapable for students.

We will also identify 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 subsequent degree achievement. The certificates are awaiting approval at the Chancellor’s Office and are targeted to be in the 2023-24 catalog.

Together with that, we are adjusting ed plans to allow the student to finish a certificate before their degree where possible and appropriate. This is more easily done with special population students such as Finish Line scholarship program students and ISEP students.

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. We also have a series of campaigns currently going for increasing SEP completion, particularly for ISEP and Dual Enrollment students.

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.

The hiring of a full-time law enforcement academy coordinator in fall 2022 goes hand-in-hand with the recently created law-enforcement certificates in corrections, basic academy, and modular academy. These are expected to be approved for the 2023-24 catalog and will begin generating 50-100 completers annually.

### **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.

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. In addition, we are prepared to fully implement AB1705 with the result of getting more students directly into transfer level English and math as soon as possible. The math department is waiting for the final UC-approvals for its new college algebra course for non-STEM majors, MATH C110, which should align better with the ed goals of a vast number of Cerro Coso students, as well as be less intimidating.

We are tying math and English completion in the first year to programs wherever possible- Promise, student athletes, Finish Line Scholars, etc. Similarly, we are tying in full-time enrollment wherever possible as a large part-time population (up to 80% part-time) is part of what puts downward pressure on transfer-level English and math completion in the first year.

### **Other Funding Formula Success Impacts**

Other specific strategies for maximizing student success for the funding formula include the following:

- Institutional Strategies
  - ensure every employee is knowledgeable about funding formula elements and understands how their role can impact
  - campaigns focused on undecided students
- Student Services Strategies

- progress reports campaigns for students on track for completion
- targeted in-reach for late start CTE classes for students who have dropped
- Instructional strategies
  - CTE program pathway structure for 9+9 completion (9 in separate years) for those degrees and certificates larger than 16 units
  - encourage CTE faculty to submit early alerts for intervention

### **Ensure Learning**

Over the next two years, Cerro Coso will 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

Specific department examples taken from recent Annual Unit Plans include the following:

- Child Development: implement the Learning to Teach competency-based system
- English and Foreign Languages: develop a noncredit ESL program
- Math: improve math online teaching
- Public Services: enhance the online course experience particularly with women and students of low socioeconomic status
- Social Sciences: discuss and evaluate late-work policies for consideration of students with families; create an African American History class
- Sciences: provide more introductory courses online for non-STEM-majors
- Visual and Performing Arts: continue its advanced learning initiative for lifelong learning
- Distance Ed: continue to adoption of the CVC-OEI equity rubric, support POCR review of online classes financially and logistically, and encourage the development of liquid syllabi

Flex days will continue to support active and applied learning, culturally responsive pedagogy, the six student success factors, and other enrichments to the learning environment. Spring 2023 Flex's main theme is improved course delivery through accessibility enhancements. Administration can provide further support by incentivizing and supporting implementation of active and applied learning (mini grants, etc.).